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ABSTRACT

One of the programs included in "Effective Reading Programs...," this program, begun in 1972, serves about 2,200 disadvantaged high school students, most of whom are black or Spanish-speaking, in three New York City high schools. The program's main goals are twofold--the early identification and remediation of reading disabilities through the use of study skills centers, and ongoing teacher training, stressing on-the-job training of teachers in all content areas. The remedial approach employs reading centers, diagnostic-prescriptive techniques, programmed learning multimedia materials, and individualized contracts. Materials are self-directing and self-correcting, and students chart their own progress. Training of teachers in the content areas is accomplished by a system of assists: the content area trainee assists a more fully trained teacher in the reading laboratory and is in turn assisted by a master reading teacher in his or her own classroom. At each school, paraprofessionals are trained in workshops, on the job, and in a series of conferences with the reading coordinator. Parents are involved in a variety of ways, including serving on a task force and working as paraprofessionals. (TO/AIR)

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HIGH SCHOOL READING SKILLS SAMPLER

November, 1974

This handbook of activities was prepared as a joint project of the Bureau of English and the New York City Right to Read Impact Project.

Board of Education of the City of New York
Division of Educational Planning and Support - Division of High Schools
Bureau of English
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The High School Reading Skills Sampler is addressed to all content areas, not only to the English classroom. This compilation of field-tested activities and teaching techniques can be used in the various subject area classrooms in either large or small groups. Some can be useful for individual students within the class.

STANINES

Stanines are normalized standard scores expressed in a nine-point scale, with a mean of 5 and a standard deviation of 2.

Recommended Reading Grade Level of Materials for Students

National Reference Group	Reading Power Stanine	Reading Grade Level of Instructional Materials	Reading Grade Level of Independent Materials
LEVEL 1 Grade 8	7,8,9	10–12	9–10
	6	9–10	8–9
	5	7–8	6–7
	4	6–7	5–6
	3	5–6	4–5
	2	4–5	2–4
	1	3–4	2
LEVEL 1 Grade 9	7,8,9	11–12	10–11
	6	10–11	9–10
	5	8–9	7–8
	4	7–8	6–7
	3	5–6	4–5
	2	4–5	2–4
	1	3–4	2

National Reference Group	Reading Power Stanine	Reading Grade Level of Instructional Materials	Reading Grade Level of Independent Materials
LEVEL 2 Grade 10 Total Group	7, 8, 9	12–13	11–12
	6	10–11	9–10
	5	8–10	7–8
	4	7–8	6–7
	3	5–6	4–5
	2	4–5	2–4
	1	3–4	2
LEVEL 2 Grade 11 Total Group	7, 8, 9	•	•
	6	11–12	10–11
	5	10–11	9–10
	4	8–9	7–8
	3	6–7	5–6
	2	4–6	3–4
	1	3–4	2

COMPREHENSION SAMPLER

Level I ←----------Stanines 1, 2, 3-------→ ←-------Stanines 4

Comprehensions Level II ←----------Stanine 1, 2, 3----------

Generalizations

High school students should be helped in developing facility in the following:

1. Identifying main ideas
2. Understanding role of details in supporting main ideas
3. Grasping literal meanings
4. Establishing sequence
5. Recognizing cause and effect
6. Understanding use of punctuation
7. Anticipating forthcoming events
8. Reaching conclusions and making inferences
9. Applying implications to real life

The amount of time required for an activity will vary according to the level of the group or individual.

It is important to keep in mind that the particular details that are significant will depend on the purpose for reading.

Draw a stick figure ( ) on the board. What details do you need to flesh out the stick-figure? Elicit details from the students. Why is it important to know the details?

Play 20 Question
each question sh
which will help
a person. Use t
ing.

Show a photograph, illustration.

Ask the students to identify the who, what, when, where. Be sure the answer is in the picture so that it does not have to be inferred.

Have students wr
adding the where
kernel of a simp
as: Mary works.
identify the
Who_____
What_____
Where_____
When_____

Omitting the headline, reproduce the first sentence of a newspaper article or place it on the board. Have the student identify the who, what, when, and where.

Present a long,
sentence to the
complete the fol
MAIN IDEA
Who_____
What_____

Using a feature story or anecdote from a newspaper, elicit significant factual information using the same phraseology as that used in the story.

DETAILS
Where_____
When_____
Why_____
How_____

Same activity as above but the wording of questions should vary from that presented in the material.

Discuss the comp

COMPREHENSION SAMPLER

es 1, 2, 3-------→ ←-------Stanines 4, 5, 6----------→ ←---------Stanines 7, 8, 9----------→

---------Stanine 1, 2, 3----------→ ←---------Stanine 4, 5, 6, 7, 8, 9-----→

人) on the board. What o flesh out the stick- ls from the students. o know the details?	Play 20 questions. The answer to each question should yield a detail which will help identify an item or a person. Use the board for listing.	Arrange for a visitor to drop into the classroom for a moment. After the visitor leaves, challenge the students to describe the visitor in as much detail as possible. Ask a series of questions about the visit, e.g. was the visitor wearing glasses? How long was his hair? What color were his eyes? etc. Then focus on a purpose and select the relevant details, e.g. it's a new teacher; the person was later found unconscious; a purse is missing, etc.
lustration. dentify the who, e sure the ure so that it nferred.	Have students write a sentence adding the where and when, to a kernel of a simple sentence such as: Mary works. Have them identify the Who_____ What_____ Where_____ When_____	Have students read a detective or mystery story. What details are relevant? Which are irrelevant?
, reproduce the ewspaper article ard. Have the who, what, when, _____ or anecdote from ignificant factual same phraseology tory. e but the wording of from that presented	Present a long, complicated sentence to the students. Have them complete the following chart: MAIN IDEA Who_____ What_____ DETAILS Where_____ When_____ Why_____ How_____ Discuss the completed charts.	Present a paragraph which includes in its main idea an abstract term such as democracy. Direct the students to identify the concrete details in the paragraph which give meaning to this idea. Lead them to understand that it is through the use of details that the abstract is made concrete.

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COMPREHENSION SAMPLER

Comprehension	Level I ←----------Stanines 1, 2, 3---------→	----------Stanines 4
	Level II ←----------Stanines 1, 2, 3----------	
If in answer to the question, "What is it all about?" the students respond with details, lead them from the details to the main idea. If they respond with the main idea, have them supply supportive detail.	Use a picture that shows a clearly demonstrable situation. Ask the students to supply a title.	
	Cut off the headline and present the lead of a news story for the students to write their own headline. Match student efforts with the original.	Use a column or editorial wr style. Ask the student to f What is the author writing a What point is the author mak What is the proof?(Supportiv
	Give the students a one word topic such as school, teenagers, dating, work. Elicit from the students phrases or sentences related to the topic. Then ask them to give you one sentence or phrase that tells you what the sentences are all about (main idea). Any answer that can be substantiated should be accepted. Which sentences are irrelevant?	
Punctuation as an aid to understanding.	Choose a sentence in which punctuation plays a major role in meaning. Write the sentence on the chalkboard. Have it read and discuss the change in the meaning of the sentence. Such sentences as the following may be used: John, the boy with the red hair, is here. John, the boy with the red hair is here. The door closed by itself. The door closed by itself?	Draw students' attention to punctuated sentence in their Ichabod, who had no relish f midnight companion, and betho the adventure of Brom Bones w ing Hessian, now quickened hi hopes of leaving him behind. adapted from The Legend of Sl Discuss the meaning of this s note how the punctuation mark clarify the meaning. Then direct the students to t find a sentence or passage wh punctuation clarifies the mea the meaning would change the

COMPREHENSION SAMPLER

---------->	----------Stanines 4, 5, 6---------->	<----------Stanines 7, 8, 9---------->
ines 1, 2, 3---------->		<----------Stanines 4, 5, 6, 7, 8, 9----->
clearly sk the .		Using the students' textbooks, draw their attention to the headings, sub-headings, and marginal notes. What is their importance and their purpose?
resent or the n head- ts with	Use a column or editorial written in simple style. Ask the student to find out: What is the author writing about? (Topic) What point is the author making?(Main Idea) What is the proof?(Supportive Details)	Select a newspaper or magazine column or editorial. Ask the students to find out: What is the author writing about? What point is being made? What is the proof?
rd topic dating, ents ed to the ve you t tells all ver that d be are		
punctu- n mean- the nd dis- ning owing hair, hair	Draw students' attention to a highly punctuated sentence in their reading such as: Ichabod, who had no relish for this strange midnight companion, and bethought himself of the adventure of Brom Bones with the Galloping Hessian, now quickened his steed, in hopes of leaving him behind. (Material adapted from The Legend of Sleepy Hollow) Discuss the meaning of this sentence and note how the punctuation marks help to clarify the meaning. Then direct the students to their text to find a sentence or passage where punctuation clarifies the meaning or where the meaning would change the punctuation.	Present a short paragraph without any punctuation. Decide on what punctuation marks are needed for the sake of meaning. Present a poem of several sentences studied as part of students' literature. Have the students examine the punctuation and discuss the function of each mark used.

COMPREHENSION SAMPLER

Level I ←----------Stanines 1, 2, 3----------→ ←------Stanines

Level II←----------Stanines 1, 2, 3----------

Comprehension		
Inferences Base yourquestions not only on what you can see but on what you can deduce.	Use a situation in the room to show students that they are constantly making inferences, e.g. when someone is wearing glasses, carrying an umbrella, etc. Extend it to situation beyond the classroom such as someone wearing dark glasses.	Use a cartoon. details from wh
	Write the title of a short story on the board. Ask the students what they think the story is about. List their ideas. Read the first sentence or if necessary two sentences. Some of the original ideas listed will be eliminated. Why? Elicit from them that inferences must be substantiated. When the facts change the inferences change. It is good practice to read the story to the students until the characters, setting and situation are established. Have students complete the story silently. Then refer back to the original inferences they drew. Are they correct?	Select a Sherloc mystery. Build and note how the
	Using T.V. what can you find out about a character in a popular T.V. program from what he/she says or does or from what others say about him/her. Follow the same procedure, leading the students to draw inferences about a character's personality and motivation in a piece of literature.	Use a play or ot ature. Have stu about one of the moods). How do conclusions? Ha words or phrases to the mood, tim characteristics.
	What information can be drawn from the use of symbols, such as a flag, the peace sign, a halo, a clown, an electric bulb, in a particular setting?	Discuss the infe an author's incl piece of work of military, or sta atmospheric cond and mood setting human characteri

COMPREHENSION SAMPLER

1, 2, 3----------> <------Stanines 4, 5, 6----------> <--------Stanines 7, 8, 9---------->

------Stanines 1, 2, 3----------> <-------Stanines 4, 5, 6, 7, 8 9--->

om to show students making inferences, ing glasses, carry- end it to situation as someone wearing	Use a cartoon. Ask students to select details from which inferences can be drawn.	Many of the activities listed for lower stanines may be used here with more complex materials.
t story on the board. y think the story is Read the first two senterces. Some ted will be elimin- em that inferences en the facts change ad the story to the ters, setting and . Have students ly. Then refer back s they drew. Are	Select a Sherlock Holmes story or other mystery. Build up the clues as you read and note how they lead to the solution.	Select a piece of prose and a poem having the same theme (e.g. war, alienation, love, etc.). Show how the poem makes use of inferences to make the same point.
ind out about a V. program from or from what Follow the same udents to draw ter's personality of literature.	Use a play or other piece of literature. Have students make inferences about one of the characters (attitudes, moods). How do they support these conclusions? Have students list the words or phrases that give them clues to the mood, time, setting, motivation, characteristics.	
rawn from the use g, the peace sign, ric bulb, in a	Discuss the inferences you may draw from an author's inclusion of a particular piece of work of such devices as political, military, or status symbols; the use of atmospheric conditions for foreshadowing and mood setting; or animals representing human characteristics.	Discuss the use of metaphor, parable, allegory and more complex symbols such as those that pertain to religion, myth, fertility, etc. What inferences can the reader make?

Comprehension Level I ←----------Stanines 1, 2, 3----------→ ←---------St
Comprehension Level II ←----------Stanines 1, 2, 3----------

Sequence can be chronological, spatial or logical	Tell the punch line of a joke first and then tell the joke. Ask the students why it isn't as funny once you've heard the punch line.	Give students a story in scrambl rearrange the pi they can justify effective for a
	Use a common experience such as a fire drill. Ask the students what are the steps in a fire-drill. List responses in the same order as given. Then determine with class the proper order. Teach the students signal words such as before, after, formerly, etc.	Give a paragraph students to rewr events take plac of the use of si
	Ask students to prepare a list of steps in the proper sequence for organizing a basketball game or for giving a party.	Read a newspaper ing. List the se occurred.
Cause and effect	Demonstrate cause and effect physically, e.g. you bump into a chair and the chair falls over.	Assign the readi the main charact or opinion is ch list the events, that caused this pupils the reaso effect.
	Choose a simple sentence using a "because" clause, "I go to sleep early because...." Have the students identify the cause and the effect. Then have the students experiment with other signal words - since, therefore, as a result of, consequently, if, then.....	Lead students to cause an event o event or conditi mean that the se e.g., After he cl kitchen lights w

COMPREHENSION SAMPLER

1, 2, 3----------→ ←---------Stanines 4, 5, 6----------→ ←---------Stanines 7, 8, 9---------→

-----Stanines 1, 2, 3----------→ ←-----Stanines 4, 5, 6, 7, 8, 9-----→

joke first and the students nce you've heard	Give students a comic script or picture story in scrambled order. Have them rearrange the pictures in any order that they can justify. (This is particularly effective for a small group activity.)	Have the students read a selection in which the author makes use of flashbacks. Direct the students to record the events of the story in the order in which they happened.
such as a fire s what are the List responses ven. Then proper order. l words such as , etc.	Give a paragraph with flashback. Ask students to rewrite it in order that the events take place. Stress the importance of the use of signal words.	Make a time line of the sequence of events in a story which uses foreshadowing and/or flashback.
a list of steps for organizing a giving a party.	Read a newspaper account of a major happening. List the sequence of events as they occurred.	Introduce student to stream of consciousness by playing association, e.g. offer a word such as "date" or "birthday". Discuss the associations.
ffect physically, ir and the chair	Assign the reading of a story in which the main character's attitude, personality, or opinion is changed. Have the students list the events, people, times, and places that caused this change. Discuss with the pupils the reason each of these had an effect.	Have students read newspapers and magazines to analyze election results and see whether there is a cause and effect relationship between the result and the candidates' race, sex, religion, party affiliation, or attitude on crucial issues.
using a to sleep early udents identify . Then have the other signal , as a result of, ...	Lead students to the conclusion that because an event or condition followed another event or condition, does not necessarily mean that the second was caused by the first e.g., After he closed the closet door, the kitchen lights went out.	After the reading of a novel, have the students write a brief statement of the outcome. Direct them to list under this all those events that caused this final state. Discuss these with the students asking them to explain how each event affected the outcome.

COMPREHENSION SAMPLER

Level I ←----------Stanines 1, 2, 3--------→ ←---------Stanin

Comprehension Level II←---------- --Stanines 1, 2, 3----------

Critical Reading

Whatever the reading level of the particular student, each of these activities may be suitable, even if the material has to be read to him.

High school students should be helped in developing facility in the following critical and interpretive reading skills:

1. Evaluating content in terms of purposes
2. Recognizing the author's purpose
3. Evaluating author's qualifications
4. Judging reliability of information
5. Differentiating between fact and opinion
6. Detecting propaganda
7. Identifying unsupported generalizations and recognizing exaggerations
8. Analyzing persuasive material
9. Projecting thinking beyond author's ideas

Make up companion sentences such as:
1. His batting average this year is .432.
2. He is the best hitter in the league.
How can I determine what is a fact?
How can I determine what is an opinion?
What is the difference?

Present statemen
subject made by
a statement on
Mrs. Jones, a
children
Mr. Smith, a d
Dr. Clark, a d
Have the studen
ment that is mo
them explain wh
Lead them to un
between fact, o
opinion or expe

Who would be more likely to give more accurate information about writing plays? Why?
a playwright
an actor
a mathematics teacher
a play's director

Assign to the s
a short fiction
have them compl
the following.
reference books

Facts	O

Find an ad in the newspaper about diamonds. Have students read it. Ask:
If you were to go out to buy a diamond, whom and what references would you consult to decide if it's "the real thing"?

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COMPREHENSION SAMPLER

s 1, 2, 3--------> <---------Stanines 4, 5, 6----------> <----------Stanines 7, 8, 9--------->

----- --Stanines 1, 2, 3----------> <-------Stanines 4, 5, 6, 7, 8, 9----->

tences such as: e this year is .432. ter in the league. hat is a fact? hat is an opinion? e?	Present statements on a particular subject made by various people e.g. a statement on tooth decay made by: Mrs. Jones, a mother of three children Mr. Smith, a druggist Dr. Clark, a dentist Have the students select the statement that is most valid and have them explain why they chose that one. Lead them to understand the differences between fact, opinion and informed opinion or expert testimony.	Reproduce an article from the newspaper and have the student note the clue words that sometimes give an indication of sources, or differentiate between fact and opinion. How reliable are the comments introduced by expressions, such as: In my opinion An authoritative source states A usually reliable source states The State Department states A person close to the candidate said
ely to give more about writing r	Assign to the students the reading of a short fictionalized biography. Then have them complete a chart similar to the following. Pupils should check reference books for proof of facts. Facts | Opinion | Proof	Evaluate a news article or magazine article by answering the following questions: Did you notice the dateline or copyright date?(times change) What are the author's credentials? Was he an impartial observer or did he present a particular point of view? Were all sides of the picture presented? Did you confuse opinions with facts? Did you jump to conclusions? Did you refer to other sources?
spaper about ts read it. Ask: t to buy a diamond, ces would you it's "the real		

5

Level I ←----------Stanines 1, 2, 3----------→ ←----------Stanine

Vocabulary Level II←----------Stanines 1, 2, 3----------

Generalizations 1. Before using material, teach the essential words only. Limit 10 to a passage, page, or poem.	Draw a circle on the board and ask students what it is. The students can work in groups to see how many ideas they can come up with. After all the possibilities are shared with the whole group, draw in a tennis racket next to the circle (or fill in with facial features) and then ask what the circle represents. Relate this to context.	Teach them to make edu of context and context 1. Synonyms -She was occasio 2. Antonyms - Neither were af 3. Figures of Speech - 4. Definition or expl 5. Description - The with opul ing. 6. Summary - The room ful, a 7. Punctuation - Comm
2. Teach vocabulary through a. Context b. Structural analysis c. Providing anecdotes or stories that will help fix words in pupils' minds. d. Use of dictionary	Write a sentence with a nonsense word, e.g. They went to the grinch to see Shaft. Ask students to replace the nonsense word with a word that makes sense.	Encourage students to syllable by syllable, syllable division, or recognizable at first.
3. Provide for retention by: a. mnemonic devices b. repeated oral and written use by teacher and student c. game-like activities for drill: categories crossword puzzles pantomines password charades riddles cryptograms double acrostics	Lead students to see how an author defines a word that he/she knows will be unfamiliar to the reader. Alert them to the use of such words as: is, such, as, or, and the use of the dash or comma as signals that a definition may follow, e.g. The mortality, or number of deaths, from smallpox was once very high. Have small groups work up word wheels of synonyms, antonyms and homonyms. Have group share with class.	Draw attention to word meanings. Involve students in wo derivations such as: boycott, sit-in.

VOCABULARY SAMPLER

2, 3----------→ ←----------Stanines 4, 5, 6----------→ ←----------Stanines 7, 8, 9--------→

---Stanines 1, 2, 3----------→ ←------Stanines 4, 5, 6, 7, 8. 9----→

nd ask dents can ny ideas all the h the whole et next to facial the circle ontext.	Teach them to make educated guesses on the basis of context and context clues: 1. Synonyms -She was kind or indulgent on every occasion. 2. Antonyms - Neither the rich nor the indigent were affected. 3. Figures of Speech - He's in a fine pickle. 4. Definition or explanation - He drove the reaper, a machine that gathers wheat. 5. Description - The people were richly dressed, with many furs and jewels. Their opulent appearance was interesting. 6. Summary - The room was colorful, gay, and cheerful, a convivial environment. 7. Punctuation - Commas, parenthesis	To help students understand use of technical vocabulary, assign various sport, theatre or stockmarket articles in newspapers, periodicals. Have them make a list of specialized words found in these articles. Discuss the significance of these specialized meanings. This can be a career-oriented activity, perhaps in committee.
ense word, to see ace the t makes	Encourage students to try to sound out a word syllable by syllable, changing vowel sound, syllable division, or accent, if the word is not recognizable at first.	Words New to Language - impress class that language is alive, well, and constantly changing. Ask class to make a list of words which were not around when their grandparents were born: e.g. television, stereo, space age words. What other new words can you think of?
author nows will Alert s as: is, the dash efinition ty, or pox was	Draw attention to word parts and their meanings.	Make students sensitive to "name-calling" and "smear" words that cause pain to particular groups or individuals: broads, dames, fatso, four-eyes.
rd wheels monyms.	Involve students in word and phrase derivations such as: rural, bedlam, Watergate, boycott, sit-in.	Make students aware of the use of euphemisms to blunt reality: Memorial Park for cemetery; underprivileged for poor; inner-city for slum; passed away for died.

Level I ←----------Stanines 1, 2, 3----------→ ←----------Stanine
Level II←----------Stanines 1, 2, 3----------

Vocabulary		
	As unfamiliar words appear in literature or text, encourage students to act them out, e.g. give a "hostile" look; "saunter" across the room, etc.	Assist them in inventin recall.
	Present a series of sentences to the class containing the word run. 1. She sat motionless, watching the milk run across the grimy tablecloth. 2. Hot water will often cause colored clothing to run in a washing machine. 3. He had the run of the house. 4. She saw a run in her stocking. Have pupils discuss the multiple meanings of this word. Ask the class to use such words as capital, age, party, classical, and indicate the special meanings they have in particular contexts.	Teach them to use the gl in the selection of the applicable in the partic
		Present phrases such as "a giant in your washe "cleans like a white t "not a cough in a car Discuss the impact of fi

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←----------Stanines 1, 2, 3----------→	←----------Stanines 4, 5, 6----------→	←----------Stanines 7, 8, 9----------→
terature ct them "saunter"	Assist them in inventing mnemonic devices to aid recall.	Help students become aware of emotionally charged words, negative and positive, that persuade people to adopt particular attitudes and values. This can be tied in with newspapers, propaganda, politics, etc: atheist, bigot, egghead, radical, conservative.
the the lecloth. lored machine. mean- to use , ial contexts.	Teach them to use the glossary and dictionary, in the selection of the meaning that is applicable in the particular context.	
	Present phrases such as the following: "a giant in your washer: "cleans like a white tornado" "not a cough in a car load" Discuss the impact of figurative language.	

WORK-STUDY SAMPLER

Level I ←----------Stanines 1, 2, 3------→ ←--------Stanines 4,

Level II←----------Stanines 1, 2, 3----------

Generalizations		
The work-study skills are aimed at helping the student develop independence in gaining information from printed materials. Following Directions	Give students an assignment like the following to teach them to read directions all the way through 1. Read the directions all the way through before you start. 2. Place your books in your desk. 3. Place a pencil and paper on your desk. 4. Write your name at the bottom of the sheet. 5. If your name ends with a vowel, print it in capital letters, if not leave this space blank. 6. If today's date is an even number, write it upside down on your paper, if not leave this blank. 7. Do only activities 1 and 2.	Have students wri detailed travel d from the school t
	Before playing Scrabble, Anagrams, etc., have the students read and describe the directions.	Follow progressio that teaches: a. steps in a b. how to asse furniture c. how to use
	Have students fill out various forms: for working papers, social security, driver's license, bank deposit, job application.	

WORK-STUDY SAMPLER

, 2, 3------> <--------Stanines 4, 5, 6----------> <----------Stanines 7, 8, 9---------->

------Stanines 1, 2, 3----------> <-----Stanines 4, 5, 6, 7, 8, 9------->

ike the follow- ections all the he way through desk. on your desk. ttom of the vowel, print it t leave this n number, write per, if not 2.	Have students write out precise and detailed travel directions to get from the school to their home.	Give one student a drawing composed of two or more geometric shapes. Have him/her describe the drawing to the other students who are not allowed to see it. Find out whether other students can reproduce the figure. Have them compare the reproductions with the original.
rams, etc., scribe the	Follow progression in steps in a chart that teaches: a. steps in a dance b. how to assemble a piece of furniture c. how to use a camera	
s forms: for ty, driver's plication.		

WORK-STUDY SAMPLER

Generalizations	Level I ←----------Stanines 1, 2, 3--------→ ←----------Stanin Level II ←----------Stanines 1, 2, 3----------	
Locating Information	To strengthen use of alphabetical order: Play 20 Questions to locate a particular name in a telephone book or an entry word in dictionary.	Consult T.V. Guid and channel of a The Jeffersons. (Cross Reference) says see A.M. pro
	Send student to newspaper. Set up situation: Find a used car. I want to spend $900.00. What is available? Which makes, models? How old are the cars? What is the mileage? What details are given?	Use index of news information: What articles appear o Crossword Puzzle? etc.?
	Overview of parts of a book: title page, table of contents, body of book, index, glossary. Form two teams to gain speed in using index. Have a competition to see which team can find reference first.	Use the index of to cross referenc purpose? What is entry? How does t information?

WORK-STUDY SAMPLER

1, 2, 3--------→ ←----------Stanines 4, 5, 6----------→ ←----------Stanines 7, 8, 9------→

------Stanines 1, 2, 3----------→ ←-----Stanines 4, 5, 6, 7, 8, 9--→

ical order: particular n entry word	Consult T.V. Guide. Locate date, time, and channel of a new production, e.g. The Jeffersons. (Cross Reference) What do you do if it says see A.M. programming?	Assign a topic for a paper for the class to use as a sample project. Break class into groups giving each group a particular reference source to investigate, i.e. Who's Who, Who's Who in America, Current Biography, World Almanac, Britannica, World Book, Dict. of Amer. Biog., Textbooks. Have groups report on information they were able to find in source consulted.
et up situation: pend $900.00. s, models? How mileage? What	Use index of newspaper to find information: What pages do the sports articles appear on? What page has the Crossword Puzzle? Food? Classified Ads, etc.?	Have students plan a two day trip they would like to make (e.g. Washington, D.C., Philadelphia, etc.) involving use of RR time tables, flight maps, city maps, indicating historic places and points of interest.
title page, table dex, glossary. in using index. ch team can find	Use the index of a text. Draw attention to cross references. What is their purpose? What is the key word in the entry? How does this help locate information?	

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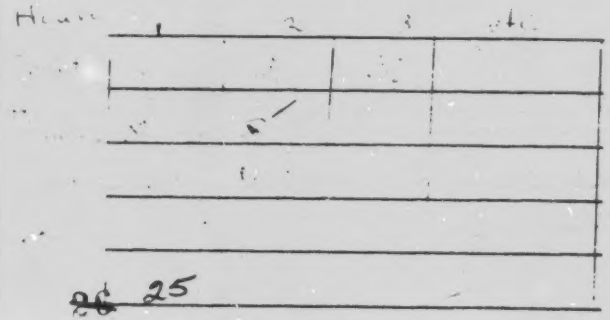
Level I ←----------Stanines 1, 2, 3---------→ ←---------Stan

Level II ←----------Stanines 1, 2, 3----------

Generalizations		
Using Graphic Representations	Present a simple diagram to class. Have class break it up into its various components and explain each part.	Give students a class devise a s and vegetation. density, physica desert savanna
	Have class make a diagram illustrating positions within school e.g. Principal at top, Assistant Principal, etc.	
	Have class represent by means of a bar graph the men and women employed at school categorizing each according to job function and title, i.e. Principal Chairpersons Male: Mr. Smith, Mr. Ray; Female: Ms. Troy, Ms. Jones Teachers Paras Secretarial	Present a table. A a. What is the tit represent? b. What units of m c. What do the col d. What special ex used? e. What is the sig in the table?
	Have students draw a map of a classroom. Measure classroom and devise a scale of inches. Discuss North/South/East/West in relation to the room. Choose symbols for teacher's desk, chair, students' desks, closets, etc. Make a key to read symbols.	Present a sample c circle graph. Ask circle graph illus their income (allo same information a line graph. Have c using symbols inst
	Have students make a graph of the amount of time they give to different activities on a Sunday, i.e. working, shopping, housecleaning, sports, movies, reading, studying, etc. Make a key to read symbols. 	In taking a class out routes and alt how many miles bet length of time it modes of transport

class. Have
arious components

lustrating
Principal at
c.

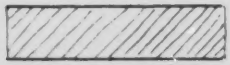
of a bar
yed at school
o job function

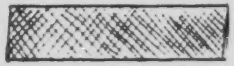
Female
Ms. Troy
Ms. Jones

classroom. Measure
f inches. Discuss
ion to the room.
esk, chair,
Make a key to

the amount of
ctivities on a
g, housecleaning,
ying, etc. Make a

Give students a bare outline map. With class devise a symbol system for climate and vegetation. Do same with population density, physical features.

desert 

savanna 

Present a table. Ask the following questions:
a. What is the title? What does the table represent?
b. What units of measurement are used?
c. What do the columns and rows represent?
d. What special explanations (footnotes) are used?
e. What is the significance of information in the table?

Present a sample of monthly expenses on a circle graph. Ask students to make up a circle graph illustrating how they spend their income (allowance). Have class take same information and present it on a bar or line graph. Have class do same assignment using symbols instead of numbers on a graph.

In taking a class trip, have students map out routes and alternative routes; find out how many miles between points; compute length of time it will take using various modes of transportation

Have students make a diagram illustrating the family tree of a famous historical or literary figure.

Present a cartoon to class and ask the following:
a. What is happening in cartoon?
b. What is a symbol?
c. Who are the characters (things) in cartoon? Who do they represent?
d. What title would you give to this cartoon?
e. What is the cartoonist trying to say?

Present to class a chart from the daily paper. Have students write a paragraph on all the information they can gather from the graph. Then give class a paragraph with statistical information in it. Have students make a circle/line/bar/graph from the information given.

Level I ←----------Stanines 1, 2, 3----------→ ←----------Stanin

Level II ←----------Stanines 1, 2, 3----------

Generalizations		
Organizing Information	Have students develop an outline using topics and subtopics of various subject areas and teachers' names. Write on board and then place in categories. I. Social Studies A. Ms. Jones B. Mr. Smith C. Mr. Brown II. English A. Mr. Kirk B. Ms. Jones III. Health Education A. Mr. Katz B. Mr. Day	Notetaking techniques. Listen f... and note mai... examples using words or... complete sentences. After the students read... following about the sel... Who_____ What_____ When_____ Why_____ How_____ Then ask students to wr... preferably one paragra...

WORK-STUDY SAMPLER

3----------→ ←----------Stanines 4, 5, 6----------→ ←----------Stanines 7, 8, 9------→

←Stanines 1, 2, 3----------→ ←----Stanines 4, 5, 6, 7, 8. 9-----→

using topics areas and and then

Notetaking techniques. Listen to talk on T.V. Listen for and note main ideas, points and examples using words or phrases rather than complete sentences.

After the students read, ask them to fill in the following about the selection:

Who_____

What_____

When_____

Why_____

How_____

Then ask students to write a brief summary, preferably one paragraph from their notes.

When information is on more than one topic or comes from more than one source, students may find it helpful to place notes on index cards:

Subject:
Source of note:(Where did you read this or see it?)
Brief summary: (In your own words)
Note: If you use the exact words you must give credit to the author or speaker

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Level I ←----------Stanines 1, 2, 3----------→ ←----------Stani

Level II ←----------Stanines 1, 2, 3----------

Ret[illegible]on and Recall

Each of these devices may be of help to some students.	Have student inspect a picture. Remove the picture and ask for a list of things in the picture. Then compare list with picture.	Provide mnemonic de to develop their ow e.g. Thirty days ha (here), their (heir)
	Use memory games with meaningful material: e.g., Concentration	For students who are helpful to encourage of a concept or a si
	Give motive for wanting to remember. Send on errands with oral messages or give directions orally.	Outlining, notetakin lining, marginal not understanding. Becau well as seeing, they memory. Further, the for review.
	Recall is not possible without attention to the task. A student who is distractible or has a tendency to daydream or dawdle can sometimes be helped to develop better concentration by limiting initial tasks to two or three minutes of intensive silent reading. Each of these short periods can be followed by periods of discussion or relaxation.	For some students, r studying serves as a As an illustration o help recall, write t 362149226 Cover it and ask cla Then uncover and all one minute. See if a to help him/her reca how the number can b which are readily re 362 1492 Cover it and ask if
	Give practice in answering questions, starting with short selections, without recourse to looking back into material.	
	Supplement your multiple choice and true-false questions, which call only for recognition, with completion or other type of questions that require recall.	

WORK-STUDY SAMPLER

2, 3----------> <----------Stanines 4, 5, 6----------> <----------Stanines 7, 8, 9------>

---Stanines 1, 2, 3----------> <-----Stanines 4, 5, 6, 7, 8, 9--->

ure. Remove ist of things e list with	Provide mnemonic devices and encourage students to develop their own associations to aid recall: e.g. Thirty days hath September, etc.; There (here), their (heir)	Extend the practice of trying to find patterns by moving into an appreciation of organization or unity: 1. comparison or contrast 2. chronological sequence 3. description - illustration 4. relation of details to main idea 5. building to a climax or conclusion
ngful n	For students who are visually minded it is helpful to encourage them to sketch a diagram of a concept or a situation.	
remember. essages or	Outlining, notetaking, summarizing, underlining, marginal notes can serve as aids to understanding. Because they involve writing as well as seeing, they can also serve as aids to memory. Further, they can serve as the basis for review.	Ask students to list all the trees they can think of. Then jog their memories by suggesting that they list fruit trees, trees used for furniture, shade trees, evergreens, etc.
t attention distract- dream or d to develop ing initial of intensive short riods of	For some students, reciting to oneself while studying serves as an aid to memory.	
estions, s, without material.	As an illustration of how seeing patterns can help recall, write the following on the board: 3621492263 Cover it and ask class to reproduce number. Then uncover and allow class to look at it for one minute. See if anyone has found a pattern to help him/her recall the number. Then show how the number can be divided into groups which are readily recalled: 362 1492 263 Cover it and ask if they can reproduce it now.	SQ3R for some students. In reviewing a chapter read in preparation for an examination, use a study formula such as SQ3R, e.g. S - surveys the chapter title, topic and subtopic headings to pick up the main ideas of the chapter Q - turns the topic into a question give direction to the reading R - rapidly reads the material to answer questions and fill in information R - recites or recalls the answers to questions at the end of the chapter R - reviews the material by constructing an outline for further study or by writing a summary
ce and true- nly for or other type all.		

Level I←----------Stanines 1, 2, 3----------→ ←----------S

Level II←----------Stanines 1, 2, 3----------

Rate of Reading		
The first priority is comprehension. For some students, this means slowing down their rate of reading. For others, this means learning to adapt their speed to the purpose for which they are reading and the complexity of the material.	Have students put fingers on lips or throat to make them aware of movements which slow the reading rate. Occasionally biting on a pencil is helpful to alert the student.	Have students re selection silent by a series of r Have students nc them to complete
	Give practice in reading phrases. Try to increase student's eye span by cutting out a two inch slot on an index card. Give the student a column of phrases to read aloud as he/she moves down the page.	If the comprehen challange studer the same level r are useful motiv no loss in compr up the level of monitoring the c record their rat on a graph to vi
As used here, scanning refers to the skill of looking over material quickly to find an answer to a particular question using visual clues, for example, capital letters, numerals, dollar signs, quotation marks.	Present easily comprehended narrative selection. Go over with students, marking off phrases, i.e. Early, this morning/ Jennifer left home/ to look for/ a job. Have students practice moving eyes and thoughts smoothly from phrase to phrase.	Have students sc for specific nar Lead students to ization is a clu in questions and
Skimming refers to rapid reading for the purpose of getting the general idea of a selection.	Have students place a blank sheet of paper on an index card above a paragraph in a text or magazine. Have them read silently as quickly as they can, moving the paper down after finishing the line. Let them answer simple general questions without going back to look.	
	Draw attention to "key words" by having students write a 10 word telegram, drawing the information from a long sentence or paragraph. Then reverse the activity having students write a paragraph from a telegram.	

13

WORK-STUDY SAMPLER

1, 2, 3----------→	←----------Stanines 4, 5, 6----------→	←----------Stanines 7, 8, 9-----→
------Stanines 1, 2, 3----------→		←-----Stanines 4, 5, 6, 7, 8 9--→
lips or throat to ents which slow lly biting on a he student.	Have students read a 300-word nonfiction selection silently and test comprehension by a series of multiple choice questions. Have students note the time it takes for them to complete the task. If the comprehension is satisfactory, challange students to do a like task on the same level more quickly. Eggtimers are useful motivations. There should be no loss in comprehension. Gradually build up the level of difficulty carefully monitoring the comprehension. Have students record their rate and comprehension score on a graph to visualize progress.	Alert students to chapter titles, headings of chapter divisions, marginal notes and boldface and italics. Author's signals can increase speed of scanning and skimming.
ases. Try to by cutting out card. Give the to read aloud e.		Give students one minute to look over either a textbook chapter, an article in the encyclopedia, or a magazine piece, in order to find out if the article will yield information enabling them to answer a question about a particular topic. Discuss what clues they used.
narrative nts, marking off rning/ Jennifer b. g eyes and e to phrase.	Have students scan a newspaper or article for specific names of people and places. Lead students to awareness that capitalization is a clue. Be sure that language in questions and answers is identical.	Have students skim to compare important ideas in related articles, e.g. two or three authorities on same subject (Civil War).
sheet of paper agraph in a text silently as the paper down t them answer hout going back		For the students for whom comprehension is not a problem in a particular piece of material, teach the speed reading technique of forcing the eye to move down the center of the page.
" by having egram, drawong sentence he activity graph from a		Another technique for increasing speed is the zig zag method. Start at the upper left hand corner of the page and force the eye to go diagonally back and forth and down across the page. The index finger can be used as a marker in this technique. These are devices that should only be used with material that is not demanding.

13

uch of reading involves logical thinking.

High School students should be helped in distinguishing fact from opinion, and inductive from deductive reasoning; in weighing evidence from personal experience and research, detecting fallacious reasoning and recognizing propaganda techniques. Some of these are discussed in connection with comprehension and vocabulary.

These exercises attempt to have the students detect the fallacies in the statements.

All examples should be presented in writing to prevent the misunderstanding that can come from mishearing.

Write a list of foods but throw in one or two items of clothing. Ask students which ones don't belong. Why? Try a list with less obvious "misfits".

What is wrong with this statement, if anything?
"I feel that I should pass that course because I always do my homework."

What is wrong with this statement, if anything?
"Roast beef is expensive so don't make it well done."
What is the error in reasoning?

"It's my turn to play; after all it is my house."
What is the error in reasoning?

"I failed my geometry test and my father wouldn't let me go to a party last night and he wouldn't let me watch T.V. either. He never wants me to have fun."
What is the error in reasoning?

"Have you stopped hitting your brother?"
(Try to get the student to see that this is a more complex question than appears on the surface.)
What is the error in reasoning?

(Present this as a pair)

Too many cooks spoil the broth.
Many hands make light work.
Do these statements cancel each other out?

What
in ci
with
the e

What
argum
- ap
- ha
- gu
- in
- do

Place
board
Jane
Boys
There
What
reaso

All s
All r
There

Why i
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Prese
What
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the w
What
for e
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notes
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14

foods but throw in one
clothing. Ask students
t belong. Why? Try a list
us "misfits".

ith this statement, if

should pass that course
s do my homework."

ith this statement, if

expensive so don't make it

or in reasoning?

play; after all it is my

r in reasoning?

ometry test and my father
go to a party last night
let me watch T.V. either.
me to have fun."
or in reasoning?

ed hitting your brother?"
student to see that this
question than appears on

r in reasoning?

a pair)

poil the broth.
light work.
nts cancel each other out?

What do you suppose is meant by arguing in circles? Ask students to come up with examples and then have them find the error.

What other types of the following arguments can you think of?
- appeal to pity
- hasty generalization
- guilt by association
- involved use of statistics
- domino theory

Place the following syllogisms on the board.
Jane plays basketball
Boys play basketball
Therefore Jane is a boy.
What is the error in this type of reasoning?

All squares have 4 sides
All rectangles have 4 sides
Therefore all rectangles are squares.

Why is this wrong? What would you have to change to make it correct? Why? (Geometry is an exercise in logic)

Present the following:
What is the relationship, if any, between the use of the atom bomb and the change in the weather?
What arguments can you marshall for each side?
Go to the library to read, take notes, summarize materials and present arguments to class.

Tell the story of the Six Blind Men and the Elephant.
To refresh your memory: Each one felt the elephant and reported the finding to the group. The one who felt the leg said it felt like a tree
tail.....rope
trunk.....snake
ear.....leaf
side.....wall
tusk.....spear
Why was each report false?

Present the following problems or similar ones.

1. Why does the chicken cross the road?
2. Why do firemen wear red suspenders?
3. A truck driver is driving his truck. He comes to the entrance of a tunnel and the sign says "Clearance 10'9". His truck is 11' high. How is he going to get through the tunnel?
4. A father and son are in an auto accident. The father is killed and the boy is taken to the hospital. The surgeon looks at the boy and exclaims, "It's my son!"

Explain

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INTRODUCTION

This manual has been developed as part of the continuing effort to guarantee the right to read to every student in school.

Of the many methods that have been used to meet the varied remedial needs of the older students, the diagnostic-prescriptive approach is the most effective means of individualizing instruction. It has been utilized in the learning environment known as the reading laboratory or the reading skills center in many of the secondary schools in New York City. It has been found effective because it provides a method of organization that allows the teachers to remediate the problems of students who range from non-readers to those two years below grade level.

The purpose of this manual is to aid the reading teacher in individualizing reading instruction by organizing a reading laboratory. It is a practical guide dealing with the following areas: philosophy; identification of students; diagnostic methods and instruments; organization and management; and self-evaluation.

In addition there is a chapter providing a compendium of the reading process and a chapter suggesting ways of building bridges to the content areas for the development of a total school effort in the teaching of reading.

Each of the first three chapters begins with a check-list designed to help the teacher identify specific topics within each area. The fourth chapter is an actual calendar checklist which can be followed at the beginning of each term.

I.

THE READING LABORATORY

The individualized reading skills center is often equated with the reading laboratory because of the special equipment for an individualized and sometimes experimental approach to the teaching of reading. This chapter will answer the following checklist of questions dealing with the philosophy, methodology, climate and management of a reading laboratory.

1. Am I familiar with the philosophy behind a reading laboratory? _____
2. Can I create a different, exciting or unusual climate? _____
3. Do I have a separate room in which to set up my laboratory? _____
4. Is there movable furniture in the room? _____
5. Is there adequate storage space? _____
6. Are there areas for small groups and for individual work? _____

Philosophy and Methodology:

The Reading Laboratory subscribes to the philosophy of a diagnostic-prescriptive approach to the teaching of reading skills. Such an approach presupposes that each student in the reading program will be:

1. diagnosed to determine strengths and weaknesses in specific skills areas
2. provided an instructional program determined on the basis of diagnostic findings
3. permitted to progress at his own rate, and to utilize his particular learning style and interest
4. permitted to progress at his own rate, with minimal regard to competition with his peers

5. encouraged to be an active rather than a passive participant in the learning process
6. permitted to participate in an approach to acquiring basic reading skills which require self-directing, self-teaching, self-correcting activities
7. provided the opportunity of immediate feedback regarding his performance in a particular skills area
8. given the opportunity to share in the decision making process as it relates to his particular needs and interests
9. free to seek the support of the classroom or reading teacher in helping to define his particular needs
10. given the option of selecting from a variety of materials which are geared to teach specific skills
11. provided opportunities for interacting with his peers and for seeking help from them as needed

Climate

The climate established in a reading laboratory is crucial. The student comes into a new setting, one much freer than his structured classroom. The physical set-up, alone, is different. How will the student function in this new setting? It is the teacher who sets the tone of the laboratory - notice it is not a classroom. Here the teacher may run into difficulty, for there must be a shift from traditional, teacher-directed, large-group instruction to self-directed learning by individual pupils and small groups. The atmosphere of the laboratory is open, friendly and helpful. The students must sense this tone immediately if they are to stay and work independently, each at an individual pace.

It is open: the student himself is responsible for all his work and must know what he is doing at all times. He alone is responsible for his success. There are many materials and all of them are for his use. The teacher shows students how to use them. Students enjoy the freedom to walk-around the room but they have a purpose--to choose material, to look up the meaning of a word, to get an answer sheet, to ask a question.

It is friendly: students can work independently or in small groups. Here students see other students with similar problems helping each other. A small group reading a play aloud seems more social than educational. Playing a game of scrabble produces the same effect. The students realize that while seemingly competing, they actually help each other.

It is helpful: this is the most important. The laboratory will help students learn to read. The approach, the tone, the materials, the individualization - all of these will lead the pupil to realize that he can overcome his reading deficiencies.

A Separate Room

It is essential to have a separate room in which to set up your laboratory. The teaching strategy employs a wide range of materials. Obviously some schools will need more than one room--but let's start simple.

Essentials:

1. Movable furniture
2. File cabinets
3. Storage closets

1. Movable furniture is an absolute necessity in a reading laboratory for small group work or for the student who wants to work alone. You can have a few desks together and some single desks around the room. There is no one set-up; it can always be changed.
2. Another necessity is file cabinets. These are used to store students' folders and tests. Each reading class coming into the laboratory should have a drawer in which student folders are kept.
3. The last absolute is adequate storage space (closets, cabinets, etc.) Where are you going to put the materials until they are to be used? Things have a way of leaving the laboratory.

The arrangement of furniture in the room is quite arbitrary. Some people will find helpful having groups of 6, 4, 2 and a few single desks for the loners. The desks should be set up so small group work can be done. Six small desks together make a nice students' conference table. Ideally, materials should be arranged by skill around the room and displayed attractively. (Refer to the diagram on page 7). If your room is not large, specific skill areas are not necessary - as long as all material is displayed and easily accessible for student use. A reading corner established near the classroom library and magazine shelves with a rug, an easy chair or two, even a coffee urn, can make a great difference.

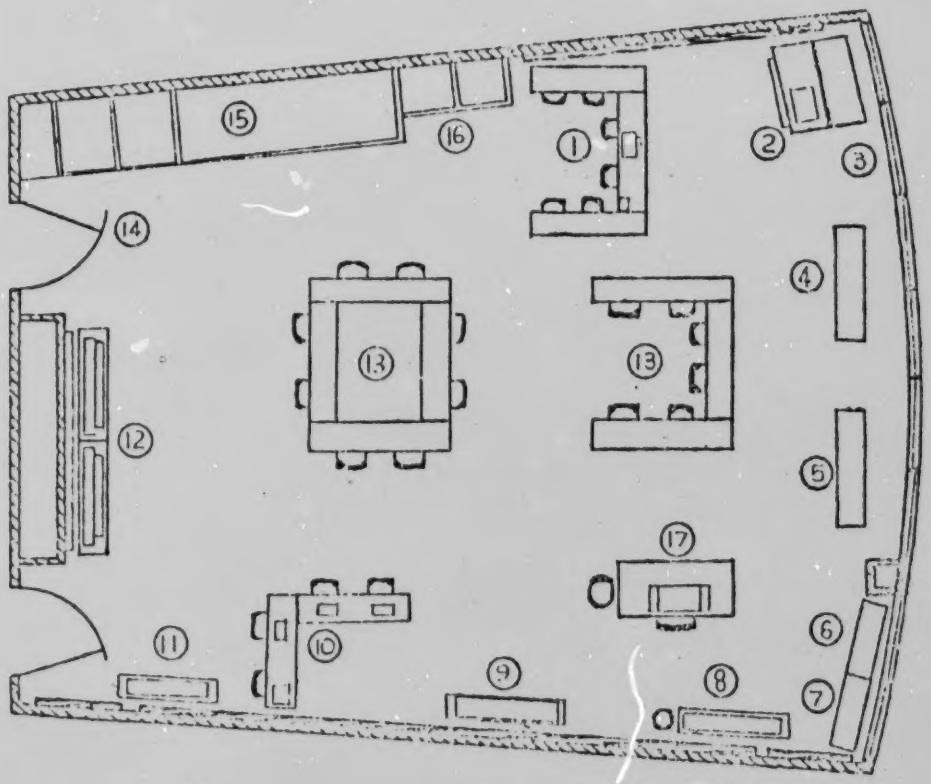
Let your students feel that the room is theirs. The first days of the term can be spent in involving students in decorating the room with posters and plants according to their desires.

If possible, put the teacher's desk in an alcove sheltered by bookcases or files to achieve privacy and thus provide a conference area.

Your laboratory is now physically ready to be used.

THOMAS A. EDISON VOCATIONAL AND TECHNICAL HIGH SCHOOL

READING SKILLS CENTER*



Prepared by
James Meehan, 21T

LEGEND

1. Controlled Reader
2. S R A
3. File Cabinets
4. The Way It Is
5. Urban Reading
6. Scope Magazines
7. Dictionaries
8. The Name of the Game
9. Skills Area
10. Cassette Players
11. Comprehension Area
12. Library Books
13. Work-Study Area
14. Doors
15. Wardrobes
16. Closets
17. Teacher's Desk

* The center was set up by Ms. Romaine Clunan with the assistance of Mr. Clarence Cornelienson, Chairman of Academic Studies.

HOW DO I KEEP TRACK OF EVERYTHING AND EVERYONE?

Since there are many varied activities and materials in a reading laboratory, the teacher must set up a system to keep track of the work and to supervise and administer the laboratory efficiently in three key areas:

The laboratory must be organized for a smooth flow of activities.

The students must have a system of recordkeeping.

The teacher must have a system of recordkeeping.

A handy checklist has been devised to focus on the specific management tasks covered in the chapter. Samples of various recordkeeping devices will be included and explained.

CHECKLIST

The Center Must Be Organized for a Smooth Flow of Activities

1. Materials should be permanently arranged. _____
2. A guide to locate materials should be available. _____
3. A taxonomy of materials should be compiled so that task assignments can be quickly prescribed. _____
4. Uniform answer sheets should be conveniently accessible to the class. _____
5. Wall charts of student progress should be displayed. _____
6. Periodic housekeeping must be done. _____
7. Answer keys for all materials must be available. _____

The Student Must Have a System of Recordkeeping

1. An individual student work folder. _____
2. An assignment card or sheet. _____
3. A library card with provision for comments. _____
4. Progress charts or graph to plot achievement. _____

5. A conversion table to figure percentages. _____

The Teacher Must Have a System of Recordkeeping

1. A profile card for each student. _____
2. An anecdotal record for each student. _____
3. A class profile sheet. _____
4. A class data sheet for pre- and post- test results. _____
5. A reading attitude inventory. _____

Materials Should Be Permanently Arranged

Inherent to the reading laboratory is a wide variety of reading materials that could be organized conveniently into three broad areas:

Word Attack Skills

Materials dealing with phonetic and structural analysis

Reading Comprehension

Materials of literal, interpretative and critical reading skills

Work Study Skills

In addition to this type of organization, a skills center usually has a media corner where audio-visual hardware and software are utilized and stored; a library corner containing a wide variety of paperbacks, newspapers, and magazines; a content-area corner with copies of textbooks and shop manuals used at the school.

It is important that the areas be clearly defined so that everyone can locate materials quickly.

A Guide to Help Every Student Easily Locate Materials

There are several methods that can help students to retrieve materials quickly.

1. Each set of materials is numerically coded. A guide sheet is provided for each student in the class or is posted in various locations throughout the room. When the student is assigned by code to the material, she can easily find it by looking for the coded kit. Refer to Exhibit 1, page 17.
2. In addition to coding the kits, signs may be posted in the key sections of the room. For example, the following sign may be prominently displayed in the reading comprehension area:

Reading Comprehension Materials

12, 14, 18, 21, 28, 30, 45, 58

It indicates that eight different kinds of materials are located there.
3. If storage space is a problem, students' lockers may be useful. They too can be coded with signs listing the materials stored therein. Of course, closet shelves can similarly be transformed for easy retrieval of material.

A Taxonomy

A guide to reading materials has been prepared for the high school reading laboratory. Material has been classified by skill in the following areas: Beginning Reader, Phonics, Vocabulary, Comprehension and Study Skills. The level of the material is graded Easy (4.5 or below), Medium (4.5 - 6.0) or Hard (6+). The reading teacher will find it a handy reference for prescribing materials after she has diagnosed the needs of her students. Refer to Exhibit 2A and 2B, pages 18 and 19.

Answer Sheets

Kits have different configurations of answer sheets designed for specific question patterns, and many of them include a supply of answer sheets with the original purchase. However, ordering additional answer sheets could

become a problem, and we have included a sample all-purpose answer sheet which you may find helpful. It has provision for 25 short answers and 25 long sentence answers as needed. The sheets should be placed in a convenient location in the room, easily accessible to students. Refer to Exhibit 3, page 20.

Answer Keys

Without answer keys for the different materials in the reading laboratory, life for the teacher can become somewhat chaotic. Not only is it important to remember to order them with your purchases, but a wise precaution would be to duplicate copies for the center.

There are a number of ways to make them accessible to students:

1. Answer keys may be placed in the same area as the students' materials.
2. Some materials can be organized into a kit format. For example, Barnell-Loft Skills Builders pages can be separated and stapled to cards. The answers for them could then be provided on the back of the card.
3. All answer guides may be stored alphabetically in a filing cabinet which is available to all of the students.
4. Answer keys may also be posted on bulletin boards or scotch-taped to the walls throughout the room.
5. Duplicate copies of answer sheets may be kept in a loose leaf book in a convenient location.

Periodic Housekeeping

A paraprofessional or teacher assistant would be very helpful in keeping the reading laboratory organized. Lacking this assistance, high school teachers must plan for periodic housekeeping. Student assistants may be identified to "clean up" during the course of each period or at the end of the day.

Disorganization results from two very common problems: Students

conveniently file kit components in their folders or they carelessly misfile the components. The class should be encouraged to form good habits, which will require persistent teacher guidance. The best learning for students will occur when they begin searching for misfiled materials and make their own demands for order. It's all part of "growing up".

Student Work Folder

It is desirable for each student to have a folder for her work. As it grows in size, it serves as a concrete record of her accomplishments. In addition to the worksheets, the teacher may want to include other items:

1. a student assignment card
2. a progress chart
3. a record of the student's independent reading
4. other relevant records (including scores and diagnostic profiles)

The folders should be alphabetically arranged for each reading class. By numbering each alphabetized grouping, it will be easy to keep them in order.

Many students like to personalize their folders with colorful art work. This interest may serve as a springboard when introducing the folder system.

The Assignment Card or Sheet

An assignment card must be provided for each student in the class. It usually includes the following categories:

1. The name or code number of the material
2. The specific objective
3. The assignment pages
4. The percentage score
5. The date completed

Exhibits 4, page 21 and 5, page 22 are the most common forms used in the high schools.

The following suggestions should be of assistance in using the assignment card:

1. Refer to the taxonomy of materials to identify those which are best suited for the student.
2. Do not assign work from more than two or three different materials at the beginning.
3. Initially make at least five assignments, rotating the materials. Refer to sample D and note how a pattern evolves on the sample assignment card.
4. For each card, program the assignments in groups. For example, program all of the Barnell-Loft skill on following directions; then the Be A Better Reader workbook skills.
5. Continually make assignments for each youngster after you have worked with her and assessed the value of the material. Elicit her comments about the effectiveness of the material and implement her requests.
6. Allow for a wide variety of options for the youngster because the same skill can be taught by various materials and their effectiveness will depend on the student's preference and learning style.

The Library Card or Library Sheet

The library card is designed to encourage extensive reading by enabling the student to list and comment upon the books she is reading. The comments do not have to be elaborate, but the teacher can use her judgment about whether she wants a simple code such as difficulty, easy, interesting, very interesting or a comment of sentence length. The size of the library card will have to be adjusted accordingly. The card should be kept in the

student folder, but for added convenience a library sheet may be stapled inside the folder. Refer to Exhibit 6, page 23.

Progress Charts

Progress Charts are devised to help the youngster map her achievement in overcoming a specific deficiency. They are usually structured according to the question patterns of specific material. A student may have a progress chart for each of several reading skills that may have been assigned to her.

The sample progress chart has the following components:

1. The student's name
2. Identification of the specific skill task
3. Lesson number and date on the horizontal axis
4. Number correct-percent correct on the vertical axis

The student may be given a choice of using a bar graph, line graph or box graph. By plotting results, the students concretely demonstrate their progress. Refer to Exhibit 7, page 24.

Conversion Table

A conversion table provides percentages for recording the results of assignments. The sample copy, should be duplicated and either made available in each folder or posted in several places in the reading laboratory. The teacher should plan one training session for all students to learn to use it. Afterwards, he can assign student "specialists" to help teach other students who are having difficulty with the table. Refer to Exhibit 8, page 25 .

The Profile Card

The Profile card summarizes salient information about the student's reading skills, achievement, test scores, programmed reading classes, and

personal and educational factors. It is a record card which can be used from term to term, and is filed in a central location for reference by all reading teachers. Refer to Exhibit 9, page 26.

Anecdotal Record of Reading Progress

The anecdotal record card is a summary card used only for the term. It may contain information about the tests administered to each student and a personalized list of skills in which the student needs information. Refer to Exhibit 10, page 27.

It may be a little more elaborate and contain the student's major interests, list of books read during the term, and teacher evaluation and recommendations. It may be passed on to the next reading teacher to indicate the specific materials used. Refer to Exhibit 11, page 28.

Class Profile Sheet

The class profile sheet is a group recordkeeping device for the teacher, recording the test performance of the group for a specific number of key reading sub-skills. It is an invaluable aid for arranging group work and determining specific teaching strategies for the term.

The sample class profile identifies six broad areas with pertinent subskills. Each of these areas can be made into a single profile sheet for a specific group of students. Refer to Exhibit 12, pages 29, 30 and 31.

Class Data Sheet

The class data sheet can be useful to the reading coordinator who must compile information for evaluation and programming students. The teacher should file pre-post test results for each of the reading classes. Refer to Exhibit 13, page 32.

Reading

Attitude Inventory

The sample checklist for observing and evaluating attitudes toward reading may also be useful in laboratory centers. The teacher list the names of the students across the top and indicates with a + or - the presence of the attitude under consideration.

It may be included as part of the teacher's anecdotal record for each child or may duplicate an index card. Refer to Exhibit 14, page 33.

Exhibit 1

HIGH SCHOOL: DEPARTMENT:
PRINCIPAL: CHAIRMAN:

READER CENTER
DAILY ACTIVITIES

1. S. R. A. II A
2. S. R. A. III A
3. Springboards
4. Scope Magazine
5. Reading for Meaning
6. Reading for Understanding (R F U)
7. Building Reading Power
8. Educational Development Laboratory
   Filmstrips for Tachistoscope
9. Educational Development
   Storybooks for Controlled Reader
10. The Way It Is
11. The Name of the Game
12. Be a Better Reader (Reading Skills and Content Area Skills)
13. Contact: Law
14. Library Visit (Reluctant Reader Libraries)*
15. Individual Guided Reading (Ethnic Reading Kit)
16. Other Workbooks
17. Phonic Workbooks
18. Games (Vowel Lotto, Consonant Lotto, Rolling Cubes, The Syllable Game)
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

* Can refer to the school library

Vocabulary

Objective: (1) Given a word visually, student will designate its syllables.
(2) Given a word visually, student will designate which syllables are accented.

Skill	Level	Material	Page or Color Card	Comments
Syllabication and Accent	E	Phonics We Use - Book F (1966 Edition) 44	21-24 36-96	Illustrations not at grade level
Syllabication and Accent	E	Phonics We Use - Book G (1966 Edition) 44	21-24	
Syllabication and Accent	E	IRP Book 2 34	60c, 61lc, 62d 63c, 64d, 65c, 66d, 67c	
Syllabication and Accent	E	Dr. Spello 26 (Second Edition 1968)	[illegible] 72-74	
Syllabication and Accent	M	SRA Reading Laboratory III A Green 19	4,5,9,10, 14,15	Power Builder
Syllabication and Accent	M	SRA Reading Laboratory III A Red 19	3,4,8,9, 13,14	Power Builder
Syllabication and Accent	M	SRA Reading Laboratory III A Silver 19	1,6,11	Power Buildre
Syllabication and Accent	M	Barnell, Loft - Working With Sounds D 14	22-34 44-50	
Syllabication and Accent	M	Advanced Skills in Reading I 35	251,254	
Syllabication and Accent	M	Basic Reading Skills (1970 Edition) 23	47-53	Tapes available for cassette use

From High School Reading Taxonomy: A Guide to Materials (compiled by N.Y.C. Right to Read Program)

THE BEGINNING READER

Skill	Material	Book Level	Comments
Comprehension	Operation Alphabet [1]	#1	Excellent "first reader" with picture clues and sight vocabulary that are adult oriented. Needs tutor.
Sight Vocabulary	Flashcards [2]		Milton Bradley, Dolch or Garrrard beginning noun cards. Picture and word on one side, words alone on other.
Auditory Discrimination	Michigan Language: Listening [3]	#1 and #2	Come with Manuals (Script Book) or cassettes. Prepare answer books to make self-correcting.
Auditory Discrimination	Fun With Words [4]	A	Presented orally by a student-leader, this game is excellent for auditory discrimination and vocabulary even for the non-reader.
Auditory & Visual Discrimination	Quizmo [5]		Group game.
Auditory Discrimination Word Attack Comprehension	Michigan Language [3] Word Attack and Comprehension		Manual or cassettes: Prepare answer book and make self-correcting.
Letters of Alphabet	Sullivan Programmed Reading for Adults [6]	#1	Needs tutor.
Sound-Symbol	Sullivan Programmed Reading For Adults [6]	#2	Needs tutor unless instructions are on tapes.
Comprehension-Phonic Approach	Sullivan Programmed Reading for Adults [6]	#3 and #4	Self-correcting-- picture clues.

Exhibit 2B

Exhibit 3

DEPARTMENT OF ENGLISH
CHAIRMAN

CLASS: _____
TEACHER: _____

READING LABORATORY CENTER WORKSHEET

STUDENT'S NAME _____ DATE _____

OBJECTIVE: _____ ACTIVITY: _____ page: number: _____ color:

FOR SHORT ANSWERS (letters; words)	FOR LONG ANSWERS (sentences, phrases)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

WHAT'S MY SCORE?
Number of questions: _____
Number right: _____
% right: _____

Which answer should I check with the teacher because I think it is right?

_____

Exhibit 4

SAMPLE ASSIGNMENT CARD

Student's Name: _____

Code	Objective	Assignment	Score	Date Completed

Student's Name: John Jones

Code	Objective	Assignment	Score	Date Completed
8D	Context Clues	BK D Ex 1	90%	3-1-70
1	Word Analysis: Roots	BK A p 62	100%	3-6-70
7D	Main Ideas	BK D Ex 1	85%	3-7-70
8D	Context Clues	BK D Ex 2		
	Independent Reading			
8D	Context Clues	BK D Ex 3		
1	Word Analysis	BK A p 104		
7D	Main Ideas			
	Independent Reading			
8D	Context Clues	BK D Ex 4		
7D	Main Ideas			
1	Word Analysis	BK A p 105		
	Your Choice			

There are 12 assignments on this card. Note that for this student, there are only three different commercial materials. The difficulty will be increased, as she masters them, or they will be changed if they don't work, or if the student does not like them.

Exhibit 5

SAMPLE ASSIGNMENT SHEET

HIGH SCHOOL:
PRINCIPAL:

DEPARTMENT OF ENGLISH
CHAIRMAN:

READING CENTER
WEEKLY ACTIVITY REPORT

STUDENT'S NAME _____ CLASS _____
DATE _____

DAY OF WEEK	OBJECTIVE	ACTIVITY	Page Number Color	NUMBER RIGHT	NUMBER OF QUESTIONS	SCORE
MONDAY						
TEACHER'S COMMENT						
TUESDAY						
TEACHER'S COMMENT						
WEDNESDAY						
TEACHER'S COMMENT						
THURSDAY						
TEACHER'S COMMENT						
FRIDAY						
TEACHER'S COMMENT						

STUDENT COMMENT _____

Adapted from the assignment sheet of Springfield Gardens High School.

Exhibit 6

Library Card or Library Sheet

Student's Name: Reading Class:

Title	Date Completed	Comment

Exhibit 7

Student's Name

PROGRESS CHART FOR CONTROLLED READING

NUMBER CORRECT	PERCENT CORRECT
15	100
14	93
13	81
12	80
11	73
10	67
9	66
8	53
7	47
6	40
5	33
4	27
3	20
2	13
1	7

Lesson Number and Date: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Exhibit 8

CONVERSION TABLE for Computing Percentage Right from Number Right

POSSIBLE RIGHTS →

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	20	17	14	13	11	10	9	8	8	7	7	6	6	6	5	5	5	5	4	4	4	4	4	4	3	
2	40	33	29	25	22	20	18	17	15	14	13	13	12	11	11	10	9	9	9	8	8	8	7	7	7	
3	60	50	43	38	33	30	27	25	23	21	20	19	18	17	16	15	14	14	13	13	12	12	11	11	10	10
4	80	67	57	50	44	40	36	33	31	29	27	25	24	22	21	20	19	18	17	17	16	15	15	14	14	13
5	100	83	72	63	56	50	45	42	38	36	33	31	29	28	26	25	24	23	22	21	20	19	19	18	17	16
6		100	86	75	67	60	55	50	46	43	40	38	35	33	32	30	29	27	26	25	24	23	22	22	21	20
7			100	88	78	70	64	58	54	50	47	44	41	39	37	35	33	32	30	29	28	27	26	25	24	23
8				100	89	80	73	67	62	57	53	50	47	44	42	40	38	36	34	33	32	31	30	29	28	27
9					100	90	82	75	69	64	60	56	53	50	47	45	43	41	39	37	36	35	33	32	31	30
10						100	91	83	77	71	67	63	59	56	53	50	48	45	43	42	40	39	37	36	34	33
11							100	92	85	79	73	69	65	61	58	55	52	50	47	46	44	42	41	39	38	37
12								100	92	86	80	75	71	67	63	60	57	54	52	50	48	46	44	42	41	40
13									100	93	87	81	76	72	68	65	62	59	56	55	52	50	48	46	44	43
14										100	93	88	82	78	74	70	67	63	60	59	56	54	52	50	49	47
15											100	94	87	83	79	75	71	68	65	63	60	58	56	54	53	50
16												100	94	89	84	80	76	72	69	67	64	62	60	58	55	53
17													100	94	89	85	81	77	73	71	68	65	63	62	59	57
18														100	95	90	86	81	78	75	72	69	67	65	63	60
19															100	95	91	86	82	79	76	73	70	68	65	63
20																100	95	90	86	83	80	77	74	71	69	67
21																	100	95	90	87	84	81	78	75	72	70
22																		100	95	92	88	85	81	79	76	74
23																			100	96	92	88	85	83	79	77
24																				100	96	92	89	86	83	80
25																					100	96	93	89	86	83
26																						100	96	93	89	87
27																							100	96	93	90
28																								100	96	94
29																									100	97
30																										100
31																										
32																										
33																										

READING PROFILE

Last Name _____ First Name _____ Counselor _____

Address _____ Date of Birth _____

Phone # _____

Reading Tests:

Date	Name of Test and Form	Voc.	Comp.	Avg.

Term End.	Reading Class & Teacher	Off. Cl	Interest	Attitude

HEALTH DATA:

Vision, Defect ____ Wears Glasses ____
Hearing, Defect ____ Uses Hearing Aid ____
Speech, Defect ____ Attends Clinic ____
Other ____

Language Spoken in Home _____ Special Interests:
Age Came to U. S. _____

Directions: Evaluate pupil on each item. Check to indicate pupil needs help.(✓)

Word Recognition Skills:								
A. Sight Vocabulary								
General								
Social Studies								
Science								
Mathematics								
B. Context Clues								
Phonetic Analysis								
A. Initial Consonants								
B. Final Consonants								
C. Vowels								
D. Blends								
E. Digraphs								
F. Syllabication								
Structural Analysis								
A. Endings								
B. Prefixes								
C. Root Words								
D. Compounds								
Comprehension Skills								
A. Main Ideas								
B. Pertinent Details								
C. Sequence of Events								
D. Predicting Outcome								
E. Generalizing								
F. Draw Conclusions								

Visual Discrimination								
Auditory Discrimination								
Visual Memory								
Attention Span								
Listening Level								
Oral Reading:								
A. Fluency								
B. Phrasing								
C. Substitutions								
D. Reversals								
E. Omissions								
F. Punctuation								
G. Comprehension								
Work-Study								
A. Following Directions								
B. Skimming								
C. Organizing Information								
D. Summarizing								
E. Locating Information								
Appropriate Rate								
Recreational Reading								

EXHIBIT 2

Exhibit 10

ANECDOTAL RECORD OF READING PROGRESS* Term Dates_____

Name of Student _____ Section _____ Grade Advisor _____

Present reading class _____ Present reading teacher _____ Other Eng. Class _____

English teacher _____

Reading grades	Date of grade	Name of Reading Test

Diagnosis of reading difficulties
(based upon the California, Spache or Roswell-Chall, as needed)

Vision_____ Hearing_____

Materials and/or techniques used to correct deficiencies

List of Books Read During Terms

Major interests:

Teacher Evaluation of Student Progress and/or Learning Difficulties:

Self-evaluation of progress and problems on reverse side:

Recommendations: (for example, reprogram for reading lab, modified English class, special non-reader program, homework helpers, etc.)

Clip this sheet to Profile Card on file in Reading Office.

_____
Signature of teacher of reading class

*To be filled out throughout the term

Exhibit 11

STUDENT PROFILE SHEET

Name_____ Sec._____ Class_____
(Fill one out for each student)

1st MAT Form_____ Date_____ Wd. Know. _____ Comp._____

2nd MAT Form_____ Date_____ Wd. Know. _____ Comp._____

California Reading Test, Form_____ Date_____

Insert an item analysis of the reading test you are using.

PERSONALIZED PROGRAM
(Work needed in the following areas:)

1._____
2._____
3._____
4._____
5._____

As the student needs additional testing to refine the diagnosis it will be necessary to use an oral test (either a standardized test or the informal test developed by the program).

Oral Reading Inventory Date_____

I	II
Mispronunciation	Main idea
Omissions	Pertinent Details
Insertions	Making inferences
Substitutions	Drawing conclusions
Reversals	

PERSONALIZED PROGRAM
(Work needed in the following areas:)

1._____
2._____
3._____
4._____
5._____

If the student scores below 3.5 use a word analysis skills test such as the Roswell Chall

1. Single Consonant sounds_____
2. Consonant Combinations_____
3. Short Vowels _____
4. Rule of Silent e_____
5. Vowel Combinations_____
6. Syllabication_____

EXHIBIT 12-1

WORD RECOGNITION	STUDENTS												
PHONETIC ANALYSIS													
Initial Consonants													
Final Consonants													
Short Vowels													
Long Vowels													
2-Letter Blends													
Digraphs													
Medial Consonants													
Diphthongs													
3-Letter Blends													
r-controlled vowels													
l-controlled vowels													
Variant Sounds													
Silent Consonants													
STRUCTURAL ANALYSIS													
Inflectional Endings													
Compound Words													
Word Roots													
Prefixes													
Suffixes													
Syllabication													
Accent													

EXHIBIT 12-2

GROUP PROFILE

COMPREHENSION

LITERAL MEANING	Directly Stated Info.											
	Sequence of Facts											
	Ident. of Referents											
	Understanding Punctuation											
	Main Idea (Sentences)											
	Main Idea (Paragraphs)											
	Inferences											
	Conclusions											
INTERPRETATION	Predicting Outcomes											
	Cause and Effect											
	Structure of Sentences											
	Structure of Paragraphs											
	Identif. Character Traits											
CRITICAL EVALUATION	Discrim. Fact & Opinion											
	Recognizing Propaganda											
	Identif. Author's Purpose											
	Examining Validity											
	Selecting Relevant Ideas											
	STUDENTS											

EXHIBIT 12-3

GROUP PROFILE

STUDY SKILLS-FLUENCY

STUDY SKILLS

Following Directions

Locating Information

Selecting & Eval. Info.

Recalling Information

Organizing Info.

Using Graphic Repres.

FLUENCY

Using Flexible Rate

Skimming

Scanning

STUDENTS

Exhibit 13

ATTITUDE SCALE - 1 Excellent, 2-Good, 3-Average, 4-Poor, 5-Very Poor

School_____ Reading Class_____ Date:_____ Teacher:_____

Student's Name (list alphabetically, last name first)	Official Class	Birth-date	PRE TEST					POST TEST					NO. DAYS ABSENT		ATTITUDE - BEHAVIOR
			DATE of TEST	FORM OF TEST	READING GRADE EQUIV. WORD KNOWL.	COMP.	AVER.	DATE OF TEST	FORM OF TEST	READING GRADE EQUIV. WORD KNOWL.	COMP.	AVER.	FALL	SPRING	FALL-SPRING

71

32

Exhibit 14

Inventory of Growth in Attitudes Toward Reading

Does she anticipate reading periods with pleasure? (Does she come to class? Does she come on time?)				
Does she use books frequently during free periods?				
Does she find opportunities for reading at home?				
Does she read newspapers and magazines?				
Does she show interest in reading a variety of books?				
Does she read for information?				
Does she usually finish the books she starts?				
What kinds of books does she like best?				
Does she make frequent use of the school or public library?				

WHO ARE MY STUDENTS AND HOW DO I FIND OUT ABOUT THEM?

Checklist

Am I aware that diagnosis involves more than reading skills and abilities? _____

Do I know and make use of all avenues of pertinent information about my students? _____

Do I know why and when to administer specific tests, formal and informal, silent and oral? _____

- a screening test _____
- a quick placement test _____
- a group diagnostic test _____
- an informal reading inventory _____
- an oral test _____
- a phonics inventory _____
- an individual diagnostic _____
- a cloze test _____

Do I base my diagnosis on a pattern of scores rather than on any one measure? _____

Do I make sure to write down results and make them available to the appropriate persons involved with the student -- including the student? _____

Who are they?

The tall withdrawn boy was a registered freshman but he could barely fill out his Delaney card and had been cutting all his classes. The bubbly sixth term college-bound girl was having trouble with The Scarlet Letter in English though she was doing fairly well in chemistry.

Both of them were students in the same high school reading laboratory.

Both of them were there because they did not read as well as they could. They -- and the others in the reading laboratory -- were programmed for reading on the basis of reading scores on their cumulative record, on failures in subject area classes, on recommendations of a teacher or guidance counselor -- or on a plea for help from the students themselves.

Strangely enough, the illiterate boy was programmed for reading because he himself, after weeks of truancy from a "regular" program, went to his official teacher and asked for help. There was no reading score on his record; he had managed, of course, to be absent for scheduled tests. He was interviewed by the reading coordinator, tested informally with a very simple reading passage, and programmed for several daily periods of reading as well as other non-reading subjects--gym, art, music, shop. In reading, he started from the beginning, with an "adult" basal reader.

The outgoing junior came to reading laboratory through her guidance counselor because of a reading score below 8.0 on her cumulative record and inadequate performance in English. She was given another Metropolitan test and scored an average of 7.2 with both vocabulary and comprehension hovering around that level. She was programmed to spend half her lunch hour in the laboratory several days a week. An item analysis of her Metropolitan Achievement Test paper indicated two areas in which she apparently needed help--vocabulary in context and inference. A discussion with her confirmed these as possible problems and she was given her choice of materials to remediate those sub-skills. Since it had been relatively hard to convince her that she needed help, the reading teacher was careful to provide materials that were helpful and sufficiently challenging.

The students in the reading laboratory thus can range from the non-reader to a student with high potential who for one reason or another is not functioning at capacity.

How do I find out about them?

Reading instruction must be based on a diagnosis of the student's unique reading needs and personal characteristics.

1. Diagnosis is always purposeful, always directed towards planning for improvement, and thorough enough to initiate remediation. In the reading laboratory, one concentrates not on causes but rather on those things that can be remedied.
2. Diagnosis involves more than reading skills and abilities:
    a. background
    b. previous schooling
        (1) attendance
        (2) performance in other subject areas
        (3) potential
    c. interests
        (1) hobbies
        (2) vocational goals
        (3) work experiences
    d. attitudes and behavior patterns
        (1) peer group relations
        (2) reaction to authority
        (3) motivation
        (4) attitude toward school
        (5) attitude toward reading
        (6) distractability
        (7) persistence
        (8) self-confidence
        (9) reaction to new situations

e. health

(1) vision

(2) hearing

(3) speech

(4) coordination

(5) fatigue

(6) general condition

f. learning style - strengths and weaknesses

(1) discrimination (visual and auditory)

(2) modality preference (way in which student learns most easily)

visual (seeing)

auditory (listening)

kinesthetic (writing)

tactile (tracing)

(3) instructional preference

individual-tutorial

small group

large group

(4) memory span (visual, auditory, kinesthetic, tactile)

(5) attention span

g. language patterns

(1) first language

(2) language spoken in home

(3) vocabulary

(4) sentence structure

(5) oral comprehension

3. Diagnosis is based on a pattern of scores rather than on any one measure. Even when it is an accurate gauge of the student's ability to take that particular test, one standardized score rarely gives enough information with which to diagnose and prescribe. An analysis of one standardized test, combined with teacher observations, may give a clue on where to start.

   The score on an appropriate standardized achievement test should provide the highest level at which he can function, the student's frustration level. Achievement on the subskill score is the significant factor. Instruction, as a general rule, should be started one year below the grade level score on the reading test, and material selected for independent reading should be one year below the instructional level. An examination of the test itself may give further clues to the teacher on the student's problems. Reading rate rather than inability to understand, for instance, may account for lowering a comprehension score.

   The standardized screening test should be supplemented by a diagnostic tool of one type or another. The diagnostic instrument may be group or individual, written or oral, formal or informal, dependent on the needs of the student and skills of the teacher.

4. Diagnosis is continuous and interwoven with treatment. The student's needs are revised constantly on the basis of his performance as well as by use of standardized tests. Factors such as student's oral use of language, reluctance to read aloud, errors made during a group play reading, the workbook exercises completed, attitude about his work, quality of the completed work and many others must be

observed and taken into account by the teacher.

5. The diagnosis is recorded and disseminated for the use of all those involved with the student, including the student.

Sources of Information

Apart from the formal and informal reading tests, the reading teacher may make use of many avenues of information for a diagnosis.

a. Cumulative records
   (1) past reading scores
   (2) language background
   (3) speech remediation, patterns
   (4) attendance record
   (5) interests
   (6) achievement in subject area (note math especially)
b. Health records
c. Anecdotal records
d. Referrals
e. Conferences
   (1) student
   (2) subject area teacher
   (3) guidance
   (4) nurse
f. Inventories, checklists, and scales
   (1) behavior
   (2) attitude
   (3) interests

RATIONALE FOR TESTS -- FORMAL AND INFORMAL*

WHY TEST?	INSTRUMENT	AND AFTERWARD?
I. a. Screening to determine whom to schedule for laboratory To get pre-and post-scores for group evaluation b. To measure individual growth in reading	a. Metropolitan Achievement Test or other designated standardized test b. Follow up with appropriate level (intermediate or elementary) if initial score is below 5	I. a. Scores reveal frustration level. Weighing comprehension subscore heavily, schedule students for remediation according to capacity of the reading labs and established priorities (seniors or freshmen, below 5 or below 8 first, etc.) b. Test score is one measure of reading growth. If it is unsatisfactory, examine answer sheet, check rate and analyze test items to determine specific difficulties. (See MAT Item Analysis -- Exhibit #1, Pages 43, 44)
II. To get a quick assessment of attitudes, interests, background	Attitude Questionnaire or Scale Interest Inventory Exhibit #2, Page 45)	II. Teacher should build on information about language background and interests to direct student toward material of interest when possible, whether for skill building or pleasure reading. In grouping for instruction, teacher should take into account student's attitude toward authority, toward peers.
III. To get a quick assessment of grade level if no previous formal test score is available	a. Word List such as Harris, Slosson, San Diego (See sample word list Exhibit #3,4 Pages 46, 47-50) b. Botel Rdg. Inventory Word Vocab. (below 4) Word Oppos. (4+) c. Wide Range Vocabulary d. Spire Quick Placement I Grade Primer - 6 II Grades 4-10	III. Lists determine ability to read words in isolation and indicate level for further testing, formal or informal, silent and/or oral. Low level points to need for more detailed analysis of word attack skills, visual and auditory discrimination, and retention.

*(Prepared by Muriel Mandell for the New York City Right to Read Project)

WHY TEST?	INSTRUMENT	AND AFTERWARD?
IV. To get group profiles of reading weaknesses and strengths	California Reading Test (Jr. H.S. 5+) (Elem. to 5.5) Stanford Diagn. (Level I below 5) (Level II to grade 8)	IV. These group tests offer a starting point for remediation of specific skills. California is confined to vocabulary and comprehension subskills. Stanford includes some word attack subskills.
V. a. To get an estimate of a student's levels of reading in an individualized, unthreatening setting b. To verify other reading scores c. To analyze methods of word attack	Spache Diagnostic Scales Durrell Diagnostic Gates McKillop Gray Oral Spire Teacher-made informal Reading Inventory (See sample informal Exhibit #5, Pages 51-57.	V. Though time consuming, these instruments can give comprehensive picture of comprehension and word attach problems (including those of the virtual non-reader.) These tests provide levels at which student can read independently (approximately two years below frustration level) and level at which he can profit from instruction (approximately one year below frustration level.) Listening comprehension supplies a potential level.
VI. To pinpoint specific sound-symbol problems	a. Group Phonics Inventory (See sample, Exhibit 6, page 58) Botel Phonics Mastery b. Individual Roswell-Chall (below 5) Noall Cohen (5+) (Exhibit 7 - page 59)	VI. Program for specific phonic remediation in workbooks, with cassettes, or in linguistic materials such as the Merrill Readers.
VII. To determine if student can distinguish differences in the sounds of words.	WEPMAN or teacher-made test (See sample, Exhibit #8, Page 60)	VII. Poor discrimination indicates need for auditory training before phonic teaching (with such materials as Michigan Language Listening) but also points to need for an approach based on sight vocabulary and context clues in order to build on strengths to overcome weaknesses.

WHY TEST?	INSTRUMENT	AND AFTERWARD?
VIII. To determine whether students can read a specific material	a. Informal Textbook Test	VIII. a. Relative accuracy of word attack and 90 to 100% comprehension indicate level at which student can read independently, while 60 to 80% comprehension with approximately five errors each 100 words indicates instructional level.
	b. Cloze Test (See sample Exhibit #9, Page 61)	b. Grade of 50% indicates materials may be used without modification. Analysis of responses will also give an indication of student's ability to use context clues.

INTERMEDIATE METROPOLITAN ACHIEVEMENT TESTS ADVANCED

EXHIBIT 1-A

Test 1: WORD KNOWLEDGE (50 items)

Topic	Item Numbers Form F	Form G	Form H
General Information	1, 6, 13, 15, 16, 18, 26, 34, 38, 45, 48, 49, 50	3, 7, 16, 21, 23, 26, 27, 28, 30, 31, 35, 39, 41, 42, 46	4, 8, 10, 11, 16, 20, 24, 26, 29, 32, 34, 42, 43, 45, 49
Social Studies	2, 3, 4, 10, 11, 12, 17, 23, 27, 33, 35, 36, 37	6, 10, 11, 18, 20, 36	1, 5, 9, 14, 19, 25, 27, 28, 30, 41, 44, 46, 50
Humanities	5, 14, 19, 20, 28, 41, 44, 46	5, 13, 15, 19, 22, 24, 25, 33, 43, 44, 47, 49	7, 13, 17, 22, 35, 36, 38, 39, 48
Science & Mathematics	7, 8, 21, 22, 24, 25, 29, 31, 32, 39, 40, 42, 47	1, 2, 4, 8, 9, 14, 17, 32, 34, 37, 38, 40, 45, 48	2, 3, 6, 12, 15, 18, 33, 37, 40, 47
Antonyms	9, 30, 43	12, 29, 50	21, 23, 31

Test 2: READING (45 items)

Topic	Item Numbers Form F	Form G	Form H
Main Thought	5, 11, 18, 24, 31, 37, 43	7, 11, 19, 25, 29, 33, 41	1, 8, 15, 17, 23, 29, 34, 41
Inferential	3, 4, 8, 10, 14, 16, 20, 21, 22, 28, 30, 33, 35, 36, 40, 41, 44, 45	1, 3, 8, 9, 10, 12, 13, 16, 21, 24, 27, 31, 32, 34, 36, 39, 40, 42	3, 4, 7, 10, 12, 14, 19, 22, 24, 26, 27, 30, 32, 33, 36, 38, 39, 43, 44, 45
Literal	1, 7, 9, 12, 13, 26, 34, 38	5, 15, 17, 20, 22, 28, 35, 37, 38	5, 6, 9, 13, 16, 21, 28, 37
Word Knowledge in Context	2, 6, 15, 17, 19, 23, 25, 27, 29, 32, 39, 42	2, 4, 6, 14, 18, 23, 26, 30, 43, 44, 45	2, 11, 18, 20, 25, 31, 35, 40, 42

Test 1: WORD KNOWLEDGE (50 items)

Topic	Item Numbers Form F	Form G	Form H
General Information	1, 3, 13, 15, 25, 28, 32, 35, 38, 41, 42, 43, 45, 47, 49, 50	1, 3, 4, 7, 10, 11, 15, 20, 23, 29, 30, 37, 45, 48, 49	3, 5, 6, 7, 9, 10, 16, 25, 28, 33, 38, 43, 45, 48, 49, 50
Social Studies	5, 19, 22, 23, 29, 33, 36, 39, 46	16, 21, 22, 24, 26, 32, 33, 34, 35, 36, 43, 47	2, 11, 13, 14, 21, 23, 29, 36, 39
Humanities	11, 16, 17, 18, 26, 27, 31, 40, 48	5, 6, 12, 17, 28, 31, 40, 42, 50	12, 17, 20, 22, 24, 26, 31, 41, 42
Science & Mathematics	4, 7, 8, 9, 10, 12, 14, 21, 24, 30, 34, 37, 44	8, 13, 14, 18, 19, 25, 27, 38, 39, 41, 46	1, 4, 18, 19, 27, 30, 32, 35, 37, 40, 44, 46, 47
Antonyms	2, 6, 20	2, 9, 44	8, 15, 34

Test 2: READING (45 items)

Topic	Item Numbers Form F	Form G	Form H
Main Thought	4, 6, 22, 32	3, 14, 18, 28, 34, 40	3, 12, 19, 28, 36
Inferential	1, 5, 8, 9, 10, 11, 12, 13, 15, 16, 19, 23, 24, 25, 31, 34, 38, 39, 40, 41, 42, 43, 45	1, 4, 5, 10, 11, 13, 15, 16, 21, 22, 23, 24, 26, 27, 31, 32, 35, 36, 37, 41, 42, 44, 45	1, 4, 5, 7, 9, 10, 14, 15, 18, 21, 22, 26, 27, 29, 31, 32, 35, 42, 43, 44, 45
Literal	3, 17, 18, 26, 27, 33, 37	6, 7, 9, 12, 19, 25, 38	2, 13, 16, 17, 24, 25, 30, 33, 34, 38, 40, 41
Word Knowledge in Context	2, 7, 14, 20, 21, 28, 29, 30, 35, 36, 44	2, 8, 17, 20, 23, 30, 33, 39, 43	6, 8, 11, 20, 23, 37, 39

ELEMENTARY

Test 1: WORD KNOW. (50 items) Test 4: SPELLING (40 items)	Test 2: READING (45 items)	
	Topic	Item Numbers
	Form F	
No content breakdown because of nature of test	Main Thought	5, 17, 29, 40
	Inferential	2, 7, 8, 10, 12, 14, 15, 16, 20, 22, 24, 25, 26, 27, 28, 30, 31, 36, 39, 42, 43, 44
	Literal	1, 3, 4, 6, 9, 11, 18, 21, 32, 34, 35, 38, 41, 45
	Word Knowledge in Context	13, 19, 23, 33, 37
	Form G	
	Main Thought	6, 10, 17, 24, 29, 41
	Inferential	2, 8, 12, 14, 15, 16, 19, 22, 23, 27, 28, 31, 33, 34, 35, 37, 38, 42, 44, 45
	Literal	1, 3, 4, 5, 7, 11, 18, 21, 25, 26, 30, 36, 40
	Word Knowledge in Context	9, 13, 20, 32, 39, 43
	Form H	
	Main Thought	11, 17, 21, 22, 28, 35, 39
	Inferential	5, 13, 14, 20, 23, 26, 29, 32, 33, 34, 37, 38, 41, 43, 45
	Literal	1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 15, 16, 18, 24, 27, 40, 44
	Word Knowledge in Context	19, 25, 30, 31, 36, 42

Exhibit 2

INTEREST AND ATTITUDE INVENTORY

Name_____ Age_____ Grade_____

Directions: Complete the following sentences.

1. I was born in_____
2. In the United States I started school in the _____grade.
3. I speak_____
4. I read and write_____
5. I like to read about_____
6. On weekends I _____
7. I would like to be a _____
8. I like to read when _____
9. I wish I could _____
10. To me books _____
11. When I read Social Studies _____
12. My idea of a good time is _____
13. School is _____
14. I get angry when _____
15. When I finish high school _____
16. I feel proud when _____

Exhibit 3

HARRIS WORD LIST*
(For Quick Placement)

PRE-PRIMER	PRIMER	FIRST	SECOND	THIRD
am	cake	another	clang	check
big	all	cry	fruit	reason
see	how	hopped	quick	plain
dog	from	gate	teach	freeze
up	into	snow	sound	knife
look	story	next	music	inch
to	that	bunny	often	moment
me	wanted	thought	straight	president
it	playing	well	dark	shovel
good	milk	running	cannot	whale

FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH
addition	accomplish	natural	pajamas	tease
blizzard	commotion	pardon	quantities	impatient
compound	decorate	excitement	seldom	handsome
embrace	essential	follows	statue	farmer's
groove	marvelous	gathering	cover	firm
introduce	grateful	mischief	yell	earlier
magic	population	century	recreation	companies
nonsense	remarkable	deck	prepared	heard
permanent	suggestion	immediately	nervous	accommodate
scratch	territory	decide	habit	heap

SCORING

2 errors test at a higher level
3-5 errors indicates reading level
6 errors - test at an earlier level

*Harris, Albert J., How To Increase Reading Ability, New York, David McKay Co., 1961.

Exhibit 4

San Diego Quick Assessment*

Administration

1. Type out each list of ten words on an index card.
2. Begin testing with the card that is at least two grades below the subject's grade placement.
3. Ask the subject to read the words aloud to you. If he misreads any word on this list, drop to easier lists until he makes no errors. This indicates his base level.
4. Write down all incorrect responses (or use diacritical markings) on the tester's copy of the lists.
5. Encourage the subject to try the words he doesn't know so that you can identify the techniques he uses for word identification.
6. Have subjects read from increasingly difficult lists until he misses at least three words.

Analysis

1. The list in which a student misses no more than one of the ten words represents the level at which he can decode independently. Two errors indicate his instructional reading level. Three or more errors indicate his frustration level, i.e., the level at which reading material will be too difficult for him.
2. An analysis of the subject's errors is useful for indicating word identification deficits that should be investigated more thoroughly.

---

*Margaret La Pray and Romon Ross, "The Graded Word List: Quick Gauge of Reading Ability," Journal of Reading, XII (January, 1969) pp. 305-307.

The following types of errors are examples:

Word		
amazed	amăzed	Recognizing VCe syllables; VCe syllables followed by past tense d
develop	devlup	Focusing on medial parts of words; determining no. of syllables in a word; VC/V and V/CV syllabication patterns
exclaimed	exclammed	Long ā spelled ai
pretext	pertext	pre prefix
education	educating	tion suffix
straight	state	str blend

San Diego Quick Assessment

Student_____Age____Grade_____School_____

Date of Testing_____Tester_____Ind.Lev.____Instr.Lev._____Frus.Lev.____

Level Pre-Primer

see play me at run go and look can here

Primer

you come not with jump help is work are this

Level I

road live thank when bigger how always night spring today

Level II

our please myself town early send wide believe quietly carefully

Level III

city middle moment frightened exclaimed several lonely drew since straight

Level IV

decided served amazed silent wrecked improved certainly entered realized interrupted

Level V

scanty certainty develop considered discussed behaved splendid acquainted escaped grim

Level VI

bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity

Level VII

amber dominion sundry capillary impetuous blight wrest emmunerate daunted condescend

Level VIII

capacious limitation pretext intrigue delusion immaculate ascent acrid binocular enbankment

Level IX

conscientious isolation molecule ritual momentous vulnerable kinship conservatism jaunty inventive

Level X

zany jerkin nausea gratuitous linear inept legality aspen amnesty barometer

Level XI

galore rotunda capitalism prevaricate risible exonerate superannuate luxuriate piebald crunch

Exhibit 5A

INFORMAL ORAL READING TEST

Student: _____ Date: _____

Class: _____ Teacher: _____

SUMMARY:

Passage Number	No. of Errors	Comprehension Percentage
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

INFORMAL ORAL VOCABULARY Grade Level: _____

Independent Level:
- A. 80-100% comprehension
- B. 98% accuracy in word attack
- C. Fluent oral reading
- D. Freedom from tenseness

Instructional Level:
- A. 60-80% comprehension
- B. 95-97% accuracy in word attack
- C. Relative freedom from tenseness.

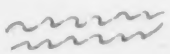
Observations: Check statement

1. Word-by-word reading _____
2. Poor phrasing _____
3. Poor enunciation _____
4. Disregard of punctuation _____
5. Little or no phonics skill _____
6. Little or no word analysis skills _____
7. Poor Word Recognition _____
8. Gross substitutions _____
9. Gross omissions _____
10. Unawareness of errors _____

Comments:

Exhibit 5-B

Symbols Useful to Record Errors
During Informal Reading Inventory*

Repetitions		Wavy underline for each repetition
Insertions	^	Added word or words
Omissions		left out word or words
Substitutions	Jean John	Replaced correct word with word or words indicated
Hesitations	/	Stopped to think or word-by-word phrasing
Self-corrections	the ✓	corrected mistake
Unpronounced	( )	did not pronounce or needed help in pronouncing
Ignored punctuation	x	did not stop for period, comma, etc.
Reversal		was for saw

*The use of a cassette to record readings makes task easier.

PAGE(S) 53-56 WAS (WERE) ~~WAS~~ REMOVED
FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO
THE ERIC DOCUMENT REPRODUCTION SERVICE

Exhibit 5-C - The Informal Reading Inventory

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Exhibit 5-D

Reassure the student that you just want to find out what material he will be comfortable working with. Ask him to read aloud, starting at a passage two years below his standardized reading score or on the level determined by the word list.

Question him on content, helping him to recall if necessary and allowing him to look back at the passage. Include main idea, inference, detail and vocabulary questions.

Each paragraph is harder than the one before it. Read until you come to a paragraph in which you make seven mistakes. Then stop.

I

Tom and Dick went into the woods.
They saw a yellow bird.
Dick said it was a summer bird.
They wanted to find the nest.

II

Jane has a new sled. Three children can sit on it at once. Jane lets the girls and boys take turns coasting. The children hope that the snow will last a long time so that they can have many rides.

III

There was once a kind old shoemaker who was very poor. He had leather to make only one pair of shoes.

He cut the leather for the shoes and went to bed. The next morning he was surprised to find that the shoes were already made.

The shoemaker sold them and bought leather to make two more pairs of shoes.

IV

Jimmie picked up the little dog just in time to save him from being crushed by an automobile. But what could he do with him? He held him tenderly in his arms, while he wondered and wondered. The Boy Scouts were already half a block away, and no one on the sidewalk offered to take the poor little dog.

V

There was once upon a time a man who had fought bravely for his king throughout the war; but when the war was over, all he received for his services was a few dollars.

"Wait," he said, "that does not please me; only let me find the right people, and the king shall yet give me all the treasures of his kingdom." Then he walked angrily away into the forest.

VI

It was the close of a stormy day in the month of September, when a large number of officers gathered near the door of a building that was situated in the heart of the American troops, who held the Jerseys. The age, the dress, and the dignity of most of these warriors indicated them to be of high rank; but to one in particular was paid a deference and obedience that announced him to be of the highest. His dress was plain, but it bore the usual military distinctions of command. He was mounted on a horse; and a group of young men in gayer attire evidently awaited his pleasure and did his bidding. Many a hat was lifted as its owner addressed this officer; and, when he spoke, a profound attention, exceeding the respect due an officer, was exhibited on every face.

VII

To Miss Barton then came the conviction that the Red Cross should also attend to all disasters such as fires, floods, earthquakes, and epidemics—"great public calamities which require, like war, prompt and well-organized help."

From: Wilkinson and Brown, Improving Your Reading. New York: Noble and Noble (1964)

Exhibit 6

PHONICS INVENTORY TEST

Directions: Teacher will read the words in all the columns and have the students write the specified letters in the appropriate columns.

I.
Write the first letter

1. bear
2. cab
3. pudding
4. silly
5. tune
6. fence
7. very
8. dad
9. goat
10. hat
11. level
12. kite
13. circus
14. lamp
15. money
16. nice
17. queen
18. rail
19. wolf
20. zebras
21. yard

II.
Write the last letter

1. tip
2. boom
3. cab
4. red
5. stiff
6. rug
7. truck
8. trail
9. stain
10. stir
11. class
12. brab
13. six

III.
Write the last two letters

1. farm
2. ask
3. rasp
4. fast
5. part
6. film
7. pint
8. halt
9. blurb
10. hark
11. rash
12. rich
13. with
14. burn
15. silk
16. bulb
17. curl
18. harp
19. turf
20. bank
21. elf
22. helm

IV.
Write the first two letters

1. blend
2. brown
3. think
4. chill
5. flood
6. clear
7. creek
8. steam
9. scamper
10. dry
11. twist
12. tread
13. sleep
14. swing
15. please
16. proud
17. dwindle
18. frog
19. quip

V.
Write the first three letters

1. stream
2. screech
3. spread
4. three
5. splice
6. squash

If the student has a reasonable facsimile of the correct sound the answer is correct. Thus if he has an s for c in circus it is correct.

When correcting papers - enter corrected letter to facilitate remediation.

From Board of Education Publication (1946)

Exhibit #7

READING CENTER DEPARTMENT OF CURRICULUM AND INSTRUCTION
FERKAUF GRADUATE SCHOOL OF EDUCATION YESHIVA UNIVERSITY

NOALL-COHEN TEST OF WORD ANALYSIS FOR GRADES 5-ADULT

INSTRUCTIONS TO EXAMINER: Ask examinee to read lists in order. Write in substitutions and errors made, and place a check by each word on which the examinee hesitates. After the list is read at Levels 2,4,5 ask the following questions when appropriate:

a. What would the word be without the ending?
b. What are the prefixes, roots, suffixes in List 5?
c. What do the affixes mean?

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. cos	1. gadding	1. ca	1. phlox	1. deduction
2. pyx	2. daco	2. braise	2. spew	2. prospective
3. kip	3. thrid	3. shrieve	3. gneiss	3. retainer
4. foz	4. flitch	4. ceil	4. bedgown	4. suffice
5. labs	5. glebes	5. loess	5. anthrax	5. efferent
6. stept	6. kipper	6. swart	6. Boileau	6. applicable
7. draff	7. schist	7. squall	7. fecund	7. diffidence
8. brux	8. mulct	8. hawse	8. brassiest	8. bilobed
9. blent	9. plebs	9. erst	9. tiping	9. omniscient
10. veld	10. helving	10. shirr	10. burnoose	10. appendectomy
			11. coign	
			12. tout	

SCORING: Note the number of errors in the appropriate blanks below. There are 112 possible errors. In LEVEL 5 scoring, the first blank is for errors in recognition of word parts; the second blank is for errors in meaning of word parts.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
___Short vowels on all words.	___Blends on 3,4,5,7, 8,9.	___Two vowel combinations on 2 to 5.	___Silent letters on 3,11.	___Mispronounciations.
___Consonant blends on words 5 to 10.	___Inflected endings on 1,5,6,10	___a/ followed by r/l/w.	___Diphthongs 2,6,10,11,12.	___Common prefixes 1 7,10
	___When taking off endings on 1,5,6,9,10.	___Vowel plus letter r/ on 6,9,10.	___Take off endings 8,9.	___Assimilated prefixes 4 to 7 and 10.
		___Final vowel on number 1. ___c/ on 1,4.	___Syllable errors 3 to 10	___Common roots 1 to 7

Exhibit 8

AUDITORY DISCRIMINATION

A. Initial consonant discrimination

Are these words the same or different? Call one pair at a time.

Pip	dip	feel	veal	hill	fill
red	red	foon	moon	leaf	reef
cheap	jeep	bum	dumb	den	ten
pin	bin	yes	yes	peach	beach
chin	chin	sip	ship	fall	fall
pal	pal	fix	fix	cheap	sheep
sip	sip	mold	cold	some	come
coat	coat	yard	lard	feel	feel
toast	toast	thin	fin	yawn	lawn

B. Final consonant discrimination

Are these words the same or different?

rack	rag	cup	come	swim	swim
leaf	leave	had	hat	tide	tight
moon	moon	good	good	rub	rum
pit	pill	then	them	seed	seat
razz	rash	sob	sop	wig	wing
rip	rib	ride	ripe	steam	steep
bus	buzz	clay	clay	take	tail
home	hope	Ruth	roof	bat	bad
run	run	much	mush	live	lip

C. Vowel discrimination

cop	cap	been	bun	hat	Hun	beg	big
hit	hat	rod	rod	doll	doll	cut	cut
rub	rib	bug	bug	leg	leg	hit	hut
mat	mat	luck	lock	bit	bet	rip	rap
big	big	had	head	dock	duck	but	bat
odd	add	but	bet	lid	led	ball	ball
man	men	lap	lip	pen	pan	cup	cop

From Harris, L.A., and Smith, Carl B., Reading Instruction Through Diagnostic Teaching, Holt, Rinehart and Winston, 1972

Exhibit 9

Sample CLOZE Test

LAMENT FOR THE LANGUAGE TRAINING CENTERS*
By Marshall D. Shulman

There is an old Russian story about a mouse who dived into a hole in the wall for safety from a pursuing cat. Waiting for the cat __(1)__ go away, the mouse __(2)__ a dog barking, and __(3)__ out, confident that the __(4)__ would not remain in __(5)__ vicinity of a barking __(6)__. Whereupon the cat, as __(7)__ pounced upon the emerging __(8)__, said exultingly: "How useful __(9)__ is to know a __(10)__ language!"

The story is __(11)__ today, in considering what __(12)__ Nixon's budget proposals will __(13)__ to the study of __(14)__ languages in the United __(15)__.

From the narrow perspective __(16)__ national security, is it __(17)__ important for us to __(18)__ one more F-111 than __(19)__ ensure that we have __(20)__ least a moderate flow_____future citizens trained to _____something about other parts_____the world and their _____?

1._____	5._____	9._____	13._____	17._____
2._____	6._____	10._____	14._____	18._____
3._____	7._____	11._____	15._____	19._____
4._____	8._____	12._____	16._____	20._____

Independent Level - 57% and above
Instructional Level - 44-57%
Frustation Level - Below 44%

KEYS TO ANSWERS

1. to	5. the	9. it	13. do	17. more
2. heard	6. dog	10. foreign	14. foreign	18. acquire
3. came	7. he	11. pertinent	15. States	19. to
4. cat	8. mouse	12. President	16. of	20. at

Instructions for Construction

After title and introductory sentence, eliminate every fifth word.

From: New York Times, April, 1973.

Exhibit 10

NAME: _____ OFF. CLASS: _____ READING CLASS: _____

AGE: _____ READING SCORE: _____

CHECKLIST OF READING BEHAVIORS

I. BEHAVIORAL CLUES TO READING DISABILITY

_____ Dislike for reading

_____ Poor attention

_____ Lack of perseverance

_____ Inability to read material on grade level

_____ Symptoms of visual difficulties

_____ Difficulty in remembering material read

_____ Emotional disturbance and nervous tension when reading

II. ORAL READING -- GENERAL CHARACTERISTICS

_____ Word-by-word

_____ Misuse of punctuation

_____ Hesitations

_____ Substitutions

_____ Repetitions

_____ Insertions

_____ Omissions

_____ Reversals

_____ Poor phrasing

_____ Unsatisfactory eye movement

III. WORD-ATTACK TECHNIQUES

_____ Guesses

_____ Does not try

_____ Fails to use:

_____ Configuration clues
_____ Picture clues
_____ Context clues

_____Uses Phonetic analysis inadequately:

_____Single consonants

_____Consonant blends

_____Consonant digraphs

_____Single vowels

_____Vowel blends

_____Fails to use structural analysis:

_____Compound words

_____Prefixes

_____Suffixes

_____Word Roots

_____Inflectional endings

_____Contractions

_____Abbreviations

_____Syllabication

_____Accent

IV. SILENT READING

_____Subvocal reading

_____Pointing

_____Poor posture

_____Short attention span

_____Fidgeting

_____Book held too close

_____unsteadily

V. COMPREHENSION

_____Does not understand what he has read

Has difficulty with:

_____Main ideas

_____Details

_____Sequence

_____Cause and effect

_____Inference

_____Directions

_____Predicting outcomes

_____Critical analysis

VI. WORK-STUDY SKILLS

_____Limited knowledge of specialized vocabulary

_____Insufficient ability in use of pictorial and tabular materials

_____Lack of efficiency in using basic reference material

VII. READING RATE

_____Fails to read at sufficient rate:

_____Skimming

_____Scanning

Adapted from checklist in A Guide for Beginning Teachers in Reading, Curriculum Bulletin of the New York City Board of Education

Exhibit 11

A CHECKLIST FOR TESTING PROCEDURES*

BEFORE THE TESTING

1. Do I avoid giving tests when the students are excited and/or have something on their minds (e.g., Friday afternoon, after an assembly program)? _____
2. Before administering the test, do I take it myself? _____
3. Before giving the test, do I thoroughly study the content of the test manual? _____
4. Do I adequately prepare the students for a state of "readiness" for the test (i.e., everything from an absence of undue tension to clear desk tops)? _____
5. Do I coach the students before the test on the skills I know will be tested? _____
6. Before starting the test, do I make sure that I can supply the students with the right number of tests, pencils, and extra pencils in case points happen to get broken, erasers, and scratch paper? _____
7. Do I have answers to anticipated questions the students will ask at my fingertips (e.g., "Should we skip the hard questions, or should we guess at the answers")? _____
8. Do I make sure that the students can comfortably handle the test materials (esp. "lefties") and that they are seated so as to encourage self-reliance? _____

*Adapted from Laffey, James and Smith, Carl B., Source Book of Evaluation Techniques for Reading. Bloomington Indiana, Indiana University. 1972.

9. Do I ready the room for the students before the test (i.e., see that heat, light, ventilation, etc. are adequate)?

10. Do I place a "Please do not disturb" sign on my door, and wait until all students who will be present are seated?

11. Do I check test booklets before the test to make sure that they are clean and usable?

12. If students have never used a machine-scorable answer sheets, do I explain its use the day before the test?

13. Have I taught my students test taking strategies?

14. Do I understand why the test is to be given so I can tell my students its purpose?

DURING THE TESTING

1. Do I impress the students with the fact that the testing experience should carry with it neither undue tension nor indifference? _____

2. Without sounding too stilted, do I make sure that I follow the test author's directions explicitly, speaking in a clear voice and giving proper emphasis to key words and phrases? _____

3. Do I supplement oral instructions with the blackboard or charts if the directions are still unclear to the students? _____

4. Do I accurately time the test with the use of a stop watch, timer, etc.? _____

5. Do I keep the amount of time left in a long test on the board so students will not be tense about the time and will be able to budget their time? _____

6. While not making any student self-conscious, do I move around the room in order to note individual test behavior which is unusual, provide sharp pencils if needed, answer questions which the directions permit, and encourage an atmosphere for quiet work? _____

7. Do I remain in the room throughout the entire testing session? _____

8. Do I collect materials promptly and completely after the test is ended? _____

AFTER THE TESTING

1. Do I make note of students whose behavior during the test strongly suggests that their test results will be invalid? _____

2. Do I provide a quiet corner to administer make-up tests to absentees? _____

3. Do I score the test quickly? _____

4. Do I rescore a sample of the tests to make sure that the scoring was accurately accomplished? _____

5. Do I enter the score on the student's profile card and/or cumulative record card? _____

6. Do I discuss the results privately with the student, emphasizing strengths rather than weaknesses? _____

SYNOPSIS OF USEFUL STANDARDIZED READING TESTS FOR HIGH SCHOOL READING PROGRAM

Name of Test	Level	Subtests	Forms	Time	Publisher
I. Group Reading Tests for Screening and Evaluation					
Metropolitan Achievement Test (1971)	Elementary 3-4 Intermed. 5-6 Advanced 6+	1. Word Knowledge (50) 2. Reading (45)	F,G,H	15 25	Harcourt Brace Jovanovich
Nelson Reading Test (Revised) (1962)	3-9	1. Vocabulary (100) 2. Para Comprehension (75)	A,B	10 20	Houghton, Mifflin Co.
California Rdg. Achievement Tests (1970)	Level II 3-4 Level III 5-6 Level IV 6+	1. Vocabulary (40) 2. Reading Compre. (45) a. refer (13) b. compre. (29)	A,B	10 40	California Testing Bureau McGraw Hill, Del Monte Research Park, Cal.
Gates-MacGinitie Reading Tests	Survey D 4-6	1. Speed and Accuracy (36) 2. Vocabulary (50) 3. Comprehension (52)	1,2,3	5 15 25	Teachers College Press, Teachers College, Columbia University
II. Group Diagnostic Tests					
California Reading Test (1963)	Elementary 3-9 Jr. H.S. 5-12	1. Vocab.-Math.,Science S.S., Gen. 2. Rdg. Comprehension a. Following Directions b. Reference Skills c. Para Rdg. Interpretation	WXYZ	Jr. 8 10 15 35	Elem. 8 10 12 20	California Test Bureau McGraw Hill
Iowa Silent Reading Test	Level I 6-9 Level II high	Opt. Reading Survey 1. Vocabulary 2. Comprehension a. General b. Recall 3. Directed Reading a. Locating Information b. Skimming and Scanning 4. Reading Efficiency	EF	I 15 15 28 13 13 17 5	II 15 15 26 13 13 15 4	Harcourt Brace, Jananovich, Inc.

Name of Test	Level	Subtests	Forms	Time	Publisher
II. Group Diagnostic Tests (cont'd.)					
Stanford Diagnostic Reading Test	Level I- 2.5-4.5	1. Rdg. Comprehension	WX	30	Harcourt Brace Jovanovich
		2. Vocabulary (dict.)		approx 20	
		3. Auditory Discrim.		approx 20	
		4. Syllabication		12	
		5. Beg. and Ending Sounds		20	
		6. Blending (dict.)		approx 20	
		7. Sound Discrimination		15	
	Level II- 4.5-8.5	1. Reading Comprehension Literal Inferential		30	
		2. Vocabulary (dict.)		approx 20	
		3. Syllabication		8	
		4. Sound Discrimination		10	
		5. Blending		20	
		6. Rate of Reading		3	
III. Individual Diagnostic Tests					
Gray Oral Reading Test (1967)	1-16	Paras. For Reading (oral, silent, listening)			Bobbs-Merrill, 4300 W. 62nd St. Indianapolis, Ind.
Spache Diagnostic Reading Scales (1963)	1-8	1. Word Recognition 2. Rdg. Passages (oral, silent, listen.) 3. Phonics - consonant, vowels, blends, syllables and blending.			California Test Bureau

Name of Test	Level	Subtests	Forms	Time	Publisher
Durrell Analysis of Reading Difficulty (1955) (Requires Training)	1-6	Comprension (oral, silent, listen.) Word Recognition & Analysis Letters-naming, ident., match., visual memory. learning rate: phonic spelling.			Harcourt Brace Jovanovich, Inc.
Gates-McKillop Rdg. Diagnostic Tests (1962) (Requires Training)	2-6	Oral Reading Word Recognition & Analysis Phrases; Knowledge of word parts-blending, letter sound, letter names; Visual form of words; Auditory blending; Spelling; Oral vocabulary; Syllabication; Auditory discrimination.			Teachers College Teachers College Press Columbia University, N.Y.
Spire Individual Reading Evaluation (1969)	1-6 Level I	1. Quick Placement Test Word Recognition Reading Selection 2. Diagnostic Reading Evaluation Word Recognition Silent Oral			Alpert & Kravitz New Dimensions in Education, Inc. Jericho, N.Y. (1971)
	4-10 Level II	1. Quick Placement Test Word Recognition Reading Selection 2. Diagnostic Reading Eval. Word Recognition Silent Oral			
Gilmore Oral Reading Test (1968)	1-8	Rate Comprehension		15-20	Harcourt Brace Jovanovich, Inc.

Name of Test	Level	Subtests	Forms	Time	Publisher
Roswell-Chall Diagnostic Reading Test of Word Analysis	206	Simple Consonants Combinations; Short vowel, rule of silent E, vowel combinations, syllabication		5-10	Essay Press. P.O. Box 5 Planetarium Station, N.Y.
Wepman Auditory Discrimination Test (1958)	Readiness	Word Lists (Dictated)		5	Language Research Assoc., 300 N. State Street, Chicago, Ill.
Wide Range Achievement Test	I & II Pre-School to College	1. Spelling 2. Reading-Lists of Words 3. Arithmetic	approx 30		Jastak, Bijou & Jastak Guidance Associates 1526 Gilpin Avenue Wilmington, Delaware
Informal Reading	1-8	1. Word lists 2. Reading Comprehension oral silent listening			Teacher-made Sample

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WHAT DO I DO TO GET STARTED?

The calendar checklist in this chapter was developed as a handy guide to help you get started in your term's work. It clarifies specific administrative and teaching responsibilities. It develops weekly rather than daily schedules to give the teacher maximum flexibility and allows for the slightly different beginning term schedules in our high schools. In addition, the chapter includes some class lessons for the beginning of the term with such aims as introducing the students, setting goals, administering standardized tests and encouraging independent reading. These are not formal lessons nor are they intended to set a pattern for large group instruction. The emphasis of the reading laboratory should properly be individualized instruction. Small group and large group instruction should be given only if accumulated evidence clearly demonstrates the need for the lesson to each and every member of the group.

Set Up Reading Laboratory

You need the following materials to set up the management aspects of the reading laboratory:

A. For the student:

1. Work folders or envelopes _____
2. Assignment cards or sheets _____
3. Progress charts or graphs _____
4. Conversion tables to figure percentages _____

B. For the teacher:

1. A profile card for each student _____
2. A class profile sheet _____
3. A class data sheet _____
4. A reading interest inventory for each student _____

C. For the room:

1. Library arrangement of tables and chairs _____
2. Kits and materials arranged by basic skills _____
   a. Comprehension _____
   b. Word Attack _____
   c. Study Skills _____
3. Media Corner _____

CALENDAR CHECKLIST

TIME SCHEDULE		CHECK-OFF
Before the term begins	Establish Teacher Goals for the Term	
	1. To develop an informal relaxed atmosphere where students have only positive and successful experiences.	_____
	2. To check students' errors for ongoing evaluation to ascertain the causes of difficulty.	_____
	3. To help students become aware of areas of weakness and to prescribe suitable remediation	_____
	4. To train students to use the various materials in the program.	_____
	5. To help students find materials of interest to them.	_____
	6. To show students how they can become self-directed in their activities.	_____
	7. To make students aware of their own progress through the use of charts and graphs.	_____

4. Free reading corner

   a. include newspapers, magazines, paperbacks _____
   b. construct a bulletin available for graffiti and other student items of interest _____
   c. construct informal posters to encourage independent reading, such as: Best Seller List: Top Five for the Week: Earn-A-Book, Read Three, Keep One _____

5. Content Areas Corner _____

6. Conference area for the teacher and student, or for small group activity _____

First week of the term

START UP

1. Begin with an informal orientation session in which students are encouraged to analyze their own difficulties with reading in the past. _____

2. Offer them positive encouragement by referring to the goals and methods to be used in this class. _____

3. Administer interest inventories. _____

4. Involve the students in the decorations and arrangement of the room. _____

5. Give students a chance to talk about their successes in other areas, e.g., in music, art, sports, relationships with people at work, etc. _____

6. Explain the use of:
   a. work folders or envelopes _____
   b. assignment cards or sheets _____
   c. progress charts or graphs _____
   d. conversion tables for percentages _____

7. Prepare for the standardized achievement tests. Under no circumstances should any materials from the standardized tests be used to prepare students for taking these reading tests. Instead offer an explanation of the types of questions to be encountered with some sample exercises developed by the teacher. Many students who are frustrated by their poor performance on these tests need special understanding and consideration. It is essential to assure them that the test is the starting point for the term's work and will not be detrimental to the student. _____

See Chapter 3, Exhibit 11, Pages 65-68.

for checklist. _____

8. Administer the standardardized achievement test. _____

   Set aside ample time for administering the test, preferably in one session. Score the tests.

9. Hold individual mini-conferences for each of the students to discuss test results, with emphasis on strengths. Ask the student whether she thinks the test is a fair measure of her reading ability, and what she perceives as her reading difficulties. _____

Second Week — Initiating Activities

1. Have the group do a timed exercise such as an easy level McCall Crabb, while you observe the individual student behavior and performance. (Note the student who is not performing. She will need an oral test). _____

2. Introduce students to a kit such as the Reading Attainment System. Initially assign levels two years below scores achieved on reading

tests, to ensure success. Explain the color coding and the card selection on each grade level. Arrange for one or two pupils to be responsible for helping any new students with the kit. _____

3. Introduce students to individualized free reading in paperbacks or high-interest books charged from the library. _____

Third week

Administering diagnostic tests

1. Refer to chapter 3 for the test that fits your students' needs. _____

2. Add the results to the student profile card or personal folder. _____

3. Arrange to confer with students individually on their weaknesses and strengths and give them their personalized assignment cards. _____

Term-wide

Structure for Informality

1. Routines should be well-established. _____

2. Set your sights on ongoing evaluation. Continue student conferences. _____

3. Based on findings of latest evaluations and conferences, periodically rewrite and add to assignment cards. _____

4. Take advantage of small group activities such as:
   a. play-reading _____
   b. group games _____
   c. listening to stories read by teacher or taped materials _____

5. Arrange for time to allow pupils to become familiar with the books and magazines on display. _____

6. Encourage independent reading throughout the term:
   a. Explain the background and plot of a book and then select an exciting episode from it. Have a group predict the outcome, or discuss the plot.
   b. Referring to students' comments about high interest books, let them "sell" the books they like. Have students fill out a 3 x 5 card to serve as a class reference file. Cards should contain title, author, a few sentences about content, and the student's opinion.
   c. Set up tape recorders and have students make informal comments about books

they have enjoyed. Discussion should be encouraged wherever students interest leads.

d. Have students keep a personal record of all the books they have read during the term.

e. Develop an Earn-a-Book program. The students keep one paperback for every three books read.

f. Make a written contract with a student stipulating that she must read a certain number of pages daily from a book of her choice.

For example:

"I_____agree to read at least _____pages of the book of my choice _____every day until this book is completed. When it is completed, I understand that I will receive credit toward the purchase of a paperback book for my personal library. For every _____books I read, I will have the opportunity to purchase one paperback.

The contract is null and void if I should change the book without first conferring with the teacher.

_____ _____
Teacher's signature Student's signature

g. Recommend that students view film that appears on T.V. and then to read the book on which it was based.

h. Arrange small groups and have the students read dramatic episodes from plays and novels. They might wish to tape this.

Last week of instruction

Post Testing to Measure Growth

1. Give a post test using a different form of the achievement test used at the beginning of the term _____
2. Enter scores on the class data sheets. _____
3. Enter scores on the students cumulative record cards. _____
4. Enter score on student reading card. _____
5. Share results with individual students. _____
6. Plan together with individual student for continued reading growth. _____

V.

MAKING MY OWN OBSERVATIONS

The checklist provided in this chapter will be useful to teachers if they want to make an independent evaluation of their reading laboratory.

Although it is essentially a tool that a supervisor or an evaluator will use to determine the strengths and weaknesses of a reading program, it could provide valuable insights in the following areas:

1. Physical Facilities
2. Materials
3. Evaluation
4. Planning
5. Teaching Procedure
6. Teacher Behavior
7. Pupil Participation

Observer Checklist

School _____ Teacher _____

Observer _____ Date _____ Students _____

	Yes	No
A. Physical Facilities		
1. Separate area for reading program	___	___
2. Size of area adequate	___	___
3. Space available for small group work	___	___
4. Space available for individual work	___	___
5. Storage facilities adequate	___	___
6. Chalkboard available	___	___
7. Area attractive	___	___
8. Adequate physical provisions (lights, ventilation, etc.).	___	___
Overall Rating of Facilities 1 2 3 4 5		
B. Materials		
1. Variety of Commerical materials being used:		
a. Workbooks	___	___
b. Trade books	___	___
c. Magazines	___	___
d. Newspapers	___	___
e. Content-area materials	___	___
f. Kit materials	___	___
g. Other	___	___
_____		
_____		
_____		
_____		
_____		
2. Teacher-made materials	___	___
3. Audio-Visual aids	___	___
4. Interest level appropriate to age and maturity of pupils	___	___
5. Levels of materials suitable for reading ability of pupils	___	___
6. Differentiation between instructional level and independent	___	___
7. Attractive in appearance	___	___
8. Sufficient quantity	___	___
Overall Rating of Materials 1 2 3 4 5		

	Yes	No
C. Evaluation		
1. Use of Informal Reading Inventory	___	___
2. Use of diagnostic test	___	___
3. Use of reading interest inventory	___	___
4. Standardized Test upon admission to program....	___	___
5. Standardized Test at mid-year.....	___	___
6. On-going informal evaluation of errors in word recognition	___	___
7. On-going diagnosis of errors in comprehension	___	___
8. Evaluation of deficiencies in study skills	___	___
Overall Rating of Evaluation 1 2 3 4 5		
D. Planning		
1. Evidence of planned sequence in skill development ...	___	___
2. Planning of skill lessons based on on-going diagnosis of deficiencies.....	___	___
3. Evidence of planned varied activities for individual and small group needs	___	___
4. Application materials and assignments differentiated for individual and small group needs	___	___
Overall Rating of Planning 1 2 3 4 5		
E. Teaching Procedures		
1. Use of individualized approach in reading class.....	___	___
2. Evidence of folder in use.....	___	___
3. Teacher working one-to-one with students as needed...	___	___
4. Weekly report on student progress by teacher or student	___	___
5. Variety of simultaneous reading activities in evidence	___	___
6. Immediate reinforcement of success.....	___	___
7. Specific skill teaching in		
a. word recognition	___	___
b. comprehension	___	___
c. study skills	___	___
8. Exercises differentiated to include various types of meanings--literal, interpretive, critical evaluation	___	___
9. Grouping of pupils (small group or individual) for special needs	___	___
10. Procedures appropriate to maturity and ability of pupils	___	___
11. Use of class time: pacing, variety of activities.....	___	___
12. Integration of reading with content areas.....	___	___
Overall Rating of Teaching Procedures 1 2 3 4 5		

	Yes	No
F. Teacher Behavior		
1. Appears enthusiastic	___	___
2. Establishes a good rapport with pupils (relaxed, informal, confident)	___	___
3. Encourages all pupils to participate	___	___
4. Instills confidence in pupils--(uses positive reinforcement)	___	___

Rating of teacher's self-confidence 1 2 3 4 5

Rating of teacher's utilization of skill 1 2 3 4 5

	Yes	No
G. Pupil Participation		
1. Arrive promptly for reading instruction	___	___
2. Actively respond during reading period	___	___
3. Interact with each other	___	___
4. Show interest in independent reading	___	___
5. Able to work independently with skills material	___	___
6. Class size limited	___	___
7. Students appear to be working on individual skills according to diagnosis	___	___
8. Indication by students of their awareness of their own relative strengths and weaknesses in reading	___	___

Degree of self-direction exhibited by students 1 2 3 4 5

Degree of self-confidence exhibited by students 1 2 3 4 5

Adapted from an evaluation report prepared by Professor Harold Vine of the New York University Center for Field Research.

The Reading Process

Many teachers who are concerned about the reading process will discover that there is no one formula for teaching the remedial reader. As a result, our major emphasis in this manual has been that solutions on a remedial basis must of necessity be varied and differ with the needs of the individual student.

A student should rarely be assigned an activity before providing for actual teaching. In one instance, it may take a word or two of explanation and demonstration and in another it may take a series of trial and error lessons before the student can be given independent practice. Occasionally, a small group lesson may be effective in teaching to a common problem.

In order to provide a brief summary of what is involved in the process of reading, we have included a sequence of reading skills prepared by Dr. Janet Lieberman of LaGuardia College.

Reading consists of four interrelated processes:

1. Perception of symbols
2. Recognition of words
3. Comprehension of ideas
4. Critical interpretation of and reaction to ideas

The following list of skills includes word recognition, comprehension and study skills. The sequence within each of these three areas is generally from simple to complex. Grade levels have not been defined as children are ready to learn a new skill as they achieve prerequisite skills, not as they move to a new grade.

I. Word Recognition Skills

These are the techniques children use to identify the printed word.

A. Picture Clues

The ability to identify words through inferences drawn from illustrations.

1. Pictures: may be used for the following categories of words:

nouns: concrete objects such as boat, trees, branch

verbs: action represented - run, swim, hop

adjectives: color, size, number

prepositions: relationships in illustrations - in, on, under, in front of, into, behind

2. Maps: learning to read legends, scales, symbols

3. Graphs: interpreting bar, line, circle graphs

4. Diagrams: the ability to interpret drawings picturing process, experimentation, and structure especially in the content fields of science and social science

B. Configuration Clues

The identification of printed words by recognizing the shape and contours of part of the word:

letter details

length of word

double vowels

double consonants

distribution of tall letters

distribution of letters below the line

general shape of word

capital letters

extraneous marks - apostrophes and hyphens

first and last letters of word

C. Context Clues

Identifying printed words through inferences indicated by the text surrounding the unknown word. Specific kinds of context clues include:

1. Synonyms - He was kind or indulgent on every occasion.
2. Antonyms - Neither the rich nor the indigent were affected.
3. Figures of Speech - He's in a fine pickle.
4. Definition or explanation - He drove the reaper: a machine that gathers wheat.
5. Description - The people were richly dressed, with many furs and jewels. Their opulent appearance was interesting.
6. Summary - The room was colorful, gay, and cheerful, an optimistic environment.
7. Punctuation - Commas, parentheses

D. Phonics

The ability to use the science of phonetics or speech sounds to help pronounce unknown words.

Consonants

1. Initial Consonants: The ability to recognize and reproduce a consonant sound at the beginning of the word.
   a. Consistent sounds: b, d, f, m, l, n, p, r, s, h
   b. Letters having two sounds: c, g, s
   c. Less frequent letters: j, q, z, v, w, x
2. Consonant blends: The ability to recognize and reproduce the sound of a group of two or three consonants which are blended to make one sound while still preserving their original identity - bl, cl, dr, cr, sc, scr, st, sl, str, bl
3. Final consonants: to recognize and associate the symbol with

the sounds of consonants at the end of words - n, t, k, m, d, g, l, p, r, s, z

4. Medial consonants: The ability to recognize and associate the symbol with the sounds of consonants in the middle of words - little, belong, number, garage
5. Consonant digraph: The ability to recognize and associate the sound with a group of two consonants which produce a sound different from the individual sounds of the composite letters-
   Beginning digraphs: ch, sh, th, wh, ph
   Final digraphs: ch, sh, th, ph, ck, ng, nk
   Variant digraphs: gh as in cough, ghost, through, th as in think, this
6. Silent consonants: To recognize that certain letters, especially when associated with certain other letters can be silent - gn (gnaw, gnat), kn (know, knife, knee), wr (write, wring, wrist), mb, (lamb, comb, climb)

Vowels

1. Short vowels: To recognize and distinguish among the short vowel sounds - tan, ten, tin, top, sun
2. Long vowels: To recognize and distinguish among vowel sounds that are called "long" - they say their own name - name, teeth, mine, tone, tune
3. Modified vowels: To recognize the sound of vowels when followed by r, w, or l: star, stir, torn, turn, fern, saw, stew, ball
4. Digraphs: To recognize the sound of groups of two vowels which produce a single sound which is different from the sounds of the individual vowels - cow, poor, pool, tour, out

5. Schwa: To recognize the sound often heard in unaccented syllables and represented by any of the vowels or not represented by a letter at all - about, second, table

6. Diphthong: To recognize the sound of combinations of two vowels that have a blended sound different from the sounds of the individual component vowels: chair, point, bear

7. Occasional vowels: The letters w and y often have vowel sounds - say, angry, crawl, stow

To develop the ability to apply phonic generalizations as an aid to pronouncing unknown words:

1. In a one syllable word having only one vowel, the sound of that vowel is short when it occurs in the beginning or medial position. (nad, cut, stop, and, end)

2. In a one syllable word having one vowel, that vowel has a long sound if it is at the end of the word. (be, me, go)

3. When a word has a medial vowel followed by a single consonant and final e, the medial vowel is usually long and the e is silent.

4. Different sounds may be represented by the same letters - how, know; foot, pool; bear, near, heard

5. One sound may be represented by different letters: foot, put; oil, boy; now, loud

E. Accent - the stress given to a syllable in a word.

1. To be able to discriminate accented from unaccented syllables.

2. To be able to interpret diacritical marks as an aid in pronouncing unknown words.

3. To be able to apply the following generalizations:

   a. in two or three syllable words the accent is usually on the first syllable.

   b. in a derivative, the root word is usually accented.

   c. in a word ending in -tion or -sion the syllable before these endings is usually accented.

   d. change in accent may change the meaning of the word - re'bel, re bel'; de sert', de'sert.

F. Structural Analysis - To develop the ability to analyze words in terms of their component parts.

1. To identify inflectional endings

   a. Plurals

      (1) Simple - s, es (toys, boxes, houses)

      (2) Irregular -

          same form - sheep - sheep; deer - deer.

          ves - knife - knives; wife - wives.

          ice - mouse - mice.

          en - ox - oxen.

   b. Possessive - s' and 's (girl's coat; girls' coats)

   c. Verb ending - s: (gets, runs)

   d. Tenses - d, ed, ing

   e. Comparative endings - er, est

      adjectives: kind, kinder, kindest

      adverbs: slow, slower, slowest

2. Compound words: To identify a new word composed of two known words, each retaining the original pronunciation and where the meaning of the new word in some way combines the meaning of the

two component words - (playground, schoolhouse, icebox)

3. Derivatives: To recognize new words formed from known words plus a prefix or suffix.

   a. When "y" is changed to "i" before est, ed

   b. When "e" is dropped before adding "y", "ing", "er."

   c. When "f" is changed to "y."

4. Contractions: To recognize words formed by combining two words, omitting several letters, and indicating such ommission with an apostrophe.

   a. Pronoun plus form of "to be"

      I'm, you're, he's, it's, what's (what is)

   b. Pronoun plus auxiliary verb

      I'd, you'll, you've, what's (what has), let's

   c. Verb plus "not"

      don't, doesn't, isn't

5. Syllables: The ability to recognize a syllable as that part of a word with one vowel sound.

   To learn to apply the following principles to syllabicate words:

   a. Compound words are divided between the two words - (back/yard, play/boy)

   b. Divide derivatives between prefix, root, and suffix - (un/do, do/ing, arm/ful)

   c. Divide between double letters - (but/ter, sum/mer)

   d. "ed" forms a separate syllable when added to words ending in "d" or "t".

      (end/ed, spot/ted)

e. Consonant blends (sl, sc, st) are not separated and usually join the following vowel to form a syllable - (ta/ble, an/gry)

f. "ck" usually joins the preceding vowel to form a syllable (pickle, pock/et)

g. When the pattern vowel-consonant-vowel is in a word, the first syllable usually ends with the vowel - (ba/con, ta/ken, dra/ma)

h. When the pattern vowel-consonant-consonant-vowel is in a word, providing the two consonants do not form a blend or a digraph, the word is divided between the two consonants (hus/band, cor/ner, won/der)

i. When a vowel ends a syllable it usually has a long sound; when it is in the middle of a syllable it often has a short sound.

6. Dictionary Aids

a. The ability to alphabetize by first letter and later by second, third, etc.

b. The ability to use syllabication, accent and diacritical marks as an aid to pronounce words.

II. Comprehension Skills

The three levels of comprehension skills are considered: literal, interpretive and evaluative. The total reading program for each child should include instruction at all three levels.

A. Literal Comprehension: The skill of obtaining the direct meaning from the written symbols as they appear in context on the printed page. This is the most elementary level of comprehension.

1. Recognizing and recalling clearly stated facts and details:

a. recalling specific statements

b. reproducing facts

c. recognizing clue words to answer questions:

Who? - look for name of person

When? - look for time or date

Where? - look for name of place or locational phrase

What? - look for statement of activity

2. Identifying sequence of events:

Using word clues and inferred clues to order events logically, chronologically and psychologically.

first, second, ...last

before, while, then, after

morning, noon, twilight...

1800, 1805, 1860...

Revolutionary Era, Civil War

3. Identifying reference for pronouns - 15, she, their

4. Associating questions with the speaker and identifying character who is being spoken to.

5. Recognizing the effect of punctuation on meaning.

(period, commas to separate ideas, question mark, exclamation point)

6. Recognizing the effect of unusual word order on meaning (interrogative, emphasis)

7. Using context to select the meanings appropriate to that context.

a. multiple meanings - like, run, tie, leaves

b. different pronunciations - wind the clock, wind in the trees; does and deer, he does well; to rebel, the rebel.

8. Recognizing the meaning of idioms, similes, metaphors, figures of speech - and their effect on total meaning -

Have your cake and eat it too, set a trap for,

Happy as a lark, clean as a whistle

put up with

lion-hearted, foxy, sheepish

B. Interpretation: The ability to get the deeper meanings by supplying or anticipating meanings not stated directly in the text.

1. Draw inferences from ideas in text

Explain conditions

Explain phenomena

2. Judging implications: Reasoning about details not given in the text.

Supplying incidents before story began

Supplying incidents between events in the story.

3. Generalizing: Utilizing details to derive a conclusion or principle.

a. identifying related facts

b. determining level on which generalization can be made without going beyond data and using all available data

c. stating a conclusion

4. Comparing and Contrasting: The ability to develop a framework or point of view within which you can identify similarities and differences.

a. identify author's framework and comparing

b. identify clue words denoting comparison: on the other

hand, conversely, similarly, additionally, as, like, same, different

5. Cause and Effect: To identify what conditions, qualities, or events are causes of given conditions; to identify the conditions, qualities and events that are the result of the given conditions.
   a. to use personal experience to predict logically which events and qualities will be causes and which will be effects.
   b. to identify clue words: because, therefore, since, as a result of, consequently
   c. to realize that there are many causes for a given event
6. Main Idea: To identify the main thought of a paragraph, essay or story and to be able to express it succinctly.
   a. Using title as guide to main idea
   b. Identifying topic sentence at beginning, end or middle of paragraph
   c. Inferring main idea from stated details
   d. Using headings or subheadings, or italics as clues to main idea.
   e. Identifying summaries as clues to main ideas
   f. Identifying the relationship of detail to the main idea
7. Identifying Assumptions
   a. Differentiation between fact and opinion
   b. Identifying the source of the statement
      Dewey said...It is believed;
   c. Identifying clue words: variants of think, believe, suggest, impersonal "they", it. (also see section on propaganda)

8. Anticipating Events and Predicting Outcomes

   a. Identifying clue words - then, finally, as a consequence

   b. Identifying logic of action

   c. Relating events in time and space as aid to prediction

      Clue words - formerly, olden times, now, presently,

      - near, far, in hot climate, by the river

   d. Relating character's traits and motivations to his action

      Clues - brave, coward, childish

      - sad, needed money, etc.

9. Identifying Character Traits, Motives, and Emotional Reactions

   a. Ability to make inferences about people from their actions, appearance, speech.

   b. Ability to identify words describing or defining traits: mean, kind, friendly, understanding

   c. Ability to develop a visual image of the character from descriptions of his appearance and actions.

C. Critical Reading

"The pupil must constantly read to evaluate. The good comprehender is a critical reader. He checks the truth, logic, reliability, and accuracy of what is written. He looks for contradictory material. He relates the material to his experience. He distinguishes fact from fiction, is concerned with the timeliness of the material, and tries to understand the author's motives.

"The critical reader is as much interested in why something is said as in what is said. He is sensitive to how words are used and is

slightly suspicious of the author's biases. He pays particular attention to words with several meanings. He checks copyright data, the author's reputation, and the publisher's past performances. He looks for errors of reasoning, of analogy, of over generalization, of over simplification, and of distortion. He looks for one-sided presentation, prejudices biases, faulty inferences, and propaganda. He avoids jumping to quick conclusions.

"The teacher must lessen the difficulties of critical reading. A knowledge of critical reading is not enough for its application. The child needs training and guidance. To read critically the pupil must establish certain criteria. Without these criteria he cannot decide what is desirable and what is undesirable.

"Pupils need to be taught how to distinguish between inferences and conclusions that have validity and those that are not based on the data or on the wrong data..."

1. Evaluation of Accuracy
    a. ability to determine which material is factual and which is biased, false, out-of-context, out-of-date
    b. to identify and judge the reliability of the source - first hand, rumor, experience and education of author, political or social views of author.
2. Recognize Propaganda, Slant, Bias, Prejudice
    a. Name-calling: using bad names to discredit a person or policy.

b. Glittering generalities - attaching favorable adjectives and associations to an idea or product.

c. Testimonial - famous person places his approval on a product or issue.

d. Transfer - associating a product or idea with a particularly admirable person, hoping that the reader will transfer his positive emotional attitude from person to product.

e. Plain folks - appeal to the common man.

f. Band Wagon - selling the assumption that everyone is doing it and you should too.

g. Card stacking - presenting half-truths, offering only the favorable facts to influence the reader.

3. Evaluation of Relevancy

a. to recognize facts of information needed to solve a given problem.

b. to discover facts which are unnecessary for a given purpose

4. Recognizing Author's Point of View

a. To be able to read from the author's point of view.

b. To determine if there are other points of view on the subject.

c. To evaluate the information in terms of the reader's knowledge and experience.

5. Recognize Emotionally Charged Words (see propaganda)

a. Determine ambiguities and discrepancies

b. Identify examples of irony and sarcasm

c. Be aware of connotations of particular words: red, pink, conservative

d. Be able to read selection objectively

6. Identify Author's Purpose, Mood, Tone, Intent

a. Judge an author's purpose: to amuse, inform, persuade, incite

b. Be able to judge audience for whom article is written - political party, voters, uneducated, rich, poor, etc.

7. Evaluate Quality of Writing

a. Judge relevance and effectiveness of elements of style - rhythm, repetition, refrain, rhyme, assonance, alliteration

b. Evaluating choice of words - to convey action, imagery

c. Appreciate appropriateness and variety of sentence structure.

d. Appreciate organization and unity

1. comparison and contrast
2. chronological sequence
3. description - illustration
4. relation of details to main idea
5. building to a climax or conclusion

III. Study Skills

Skills related to the use of the reading process for learning and study: the pupil uses his reading to serve some future purpose.

A. Selecting and Evaluating Sources of Information: appraising sources in terms of adequacy and purpose. Deciding through preview if the selection:

1. contains enough information
2. gives adequate details
3. is sufficiently recent

4. is reliable

5. is fact or opinion

B. Organizing Ideas: grouping or classifying ideas

Outlining

1. finding main idea (see comprehension)

2. relating details to main idea (see comprehension)

3. using author's decisions to recognize organization

4. recognizing outline form: Roman and arabic numerals, upper and lower case letters

5. relating subtopics to main topic

6. tracing relationships of sequence and importance

C. Retaining and Recalling Information

1. note taking - concise, clear, own words, on cards

2. underlining

3. summarizing - main ideas only

4. reading charts and tables

5. memorizing - spacing study, using association, delayed recall, developing interest

6. using study formulas

SQRR - Survey, Question, Read, Review

SPR - Survey, Preread, Divide

PQRST - Preview, Question, Read, State, Test

D. Locating Information

1. Locating Information in a Book

a. Finding page numbers

b. Recognizing appropriateness of title

c. Recognizing purpose and use of parts of book: title, table of contents, appendix, glossary, index, footnotes

2. Using Table of Contents
   a. Locating it in book
   b. Using it to locate chapter titles or headings
   c. Using it to locate page number
3. Using the Index
   a. Being able to locate index in book
   b. Recognizing format of index
   c. Knowing which books have indexes
   d. Consulting index efficiently
      (1) Using Alphabetization
      (2) Knowing which topic to look under
4. Alphabetizing
   a. Knowing sequence of letters
   b. Analyze by first, second, third, etc. letters in word
5. Dictionary Usage
   a. Alphabetizing - to locate word
   b. Using guide words
   c. Interpreting abbreviations and symbols
   d. Using pronunciation aids
   e. Using aids to meaning
   f. Using other information in the dictionary
      (1) Gazeteer
      (2) Derivatives
      (3) Biographies
6. Library Skills
   a. Knowing shelf headings
   b. Realizing what call numbers mean
   c. Using the Dewey Decimal system

d. Using the card catalogue

(1) author and title headings

(2) cross reference

7. Reference Tools

a. Using periodical guides, atlas, almanacs, etc.

b. Using encyclopedias

(1) Realizing kinds of information in each type of encyclopedia

(2) Using index, visual aids

(3) Selecting and evaluating in terms of publication date, author of articles, etc.

IV. Following Directions

A. Recognizing consecutive steps

B. Overview - read all directions first

C. Reread for steps to follow

D. Recognize key words

1. nouns, verbs, adverbs, adjectives (in terms of purpose)

2. modifying phrases, conjunctions

More approaches to the teaching of specific skills may be found in the following resource index of the New York City Board of Education publications. This index was modified and enlarged from one prepared by Dr. Lenore Ringler of New York University for Harcourt Brace Jovanovich, Inc.

Publications:

1. Sequential Levels of Reading Skills, Pre K - Grade 12
2. Handbook for Language Arts, Grades 3-4: Bureau of Curriculum Development (1969)
3. Handbook for English Language Arts, Grade 5-12: Bureau of Curriculum Development (1967)
4. High School Reading Taxonomy: A Guide to Materials (compiled by the New York City Right to Read Impact Project)

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VII.

BUILDING BRIDGES TO READING IN THE CONTENT AREAS

Increasingly, there is concern about helping the poor reader to become successful in other subject classes. While the various materials in the reading laboratory should help the student to develop the necessary work study skills to learn effectively, there are some teaching practices which the reading teacher and the content area teacher should consider to help the poor reader in his learning activities during the course of the day. The following check-list of practices will help to accomplish this goal on a school-wide basis:

In the Reading Laboratory, the teacher should do the following:

1. Stock room with materials that provide for useful work-study skills' assignments on a variety of levels. _____
2. Discuss with the student the specific study skills that will help to improve overall school performance. _____
3. Plan to evaluate the problems that the students are having with homework and other content area reading assignments. _____
4. Notify other teachers of students enrolled in the reading laboratory. _____
5. Create opportunities for other content area teachers to assist students and work with materials in the reading laboratory. _____
6. Provide specific assignments to overcome problems observed while the student completed homework assignment. _____
7. Make a joint effort with content area teacher to assist the remedial reader. _____
8. Identify other programs available in the school (i.e., Homework Helpers Program) _____

On A School-Wide Basis, the content area teacher should do the following:

1. Know the reading ability of the student from

   cumulative records
   standardized tests
   informal reading analysis
   cloze

2. Know the readability level of the textbooks in use. _____

3. Use text materials suited in difficulty to the reading levels of students. _____

4. Discuss the format of the textbook and how it may be used effectively. _____

5. Identify and provide, if possible teacher materials written on low-grade and above-grade reading levels. _____

6. Note special vocabulary and concepts introduced in various units. _____

7. Plan to teach essential vocabulary and concepts. _____

8. Provide special assistance for poor readers. _____

9. Plan to evaluate students' understanding of vocabulary and concepts and reteach it, if necessary. _____

10. Know the special study skills involved in the subject area and teach them as necessary. _____

11. Make clear and concise assignments. _____

12. Provide differentiated reading assignments for the different groups of the class either through varied texts or prepared material. _____

13. Teach the use of appropriate reference materials. _____

14. Encourage student to read widely in related materials. _____

15. Encourage the reading of recreational as well as informational reading matter. _____

The following bibliography of teacher reference materials will provide specific suggestions for coping with each of the educational factors listed above:

Books

Aukerman, Robert C. READING IN THE SECONDARY SCHOOL CLASSROOM. New York City: McGraw-Hill, 1972.

Hafner, Lawrence E., IMPROVING READING IN SECONDARY SCHOOLS-SELECTED READINGS. New York: MacMillan 1967

Herber, Harold L., TEACHING READING IN THE CONTENT AREA. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Shepherd, David L., COMPREHENSIVE HIGH SCHOOL READING METHODS. Columbus, Ohio; Charles E. Merrill, 1973.

Thomas, Ellen Lamar and Robinson, H. Alan, IMPROVING READING IN EVERY CLASS. Boston: Allyn and Bacon, 1973.

Vlox, Ruth. EVALUATING READING AND STUDY SKILLS IN THE SECONDARY CLASSROOM. Newark, Delaware: International Reading Association, 1968.

Curriculum Bulletins

"Reading in the Subject Areas," Chapter VI in the Handbook for the Language Arts, Grades 5-12: Reading and Literature. New York City Board of Education, 1967-68 Series.

English Language Arts--Reading Section. New York State Education Department of Curriculum Development Center, Albany, N.Y., 1968.

Sequential Levels of Reading Skills: Pre-K-Grade 12. New York City Board of Education, 1967-68 Series.

Reading in the Subject Areas, Grades 7,8,9, Bureau of Curriculum Development, Board of Education of the City of New York (Order through Bureau of Supplies)

The Reading Process in the Content Areas, Board of Education, School District of Philadelphia (Instructional Services)

RIGHT TO READ PROJECT

Limited Distribution
Preliminary Draft

A Reading Manual and Taxonomy
For the Social Studies Classroom

October, 1974

This manual and guide for reading in the social studies classroom was prepared as a function of the New York City Right to Read Impact Project.

Board of Education of the City of New York
Division of Educational Planning and Support
Bureau of English
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Every day social studies teachers are presented with an enormous challenge of teaching basic concepts and content and providing students with the skills necessary to understand better the materials they are required to read. Reading is an essential part of our curriculum, and more of us are beginning to recognize the need to integrate content and reading in our classrooms. "Reading is the means, and the end is content acquisition and understanding...."

The purpose of this manual is to assist teachers in developing those reading skills necessary for successful social studies learning. Chapter I discusses the supportive emotional climate and necessary diagnosis that are concommitants. Chapter II discusses reading vocabulary and essential reading skills through selections and sample questions. Chapter III deals with teaching techniques which the teacher can acquire to assist students in the improvement of reading. Chapter IV contains a taxonomy - a guide to materials which can be used to teach needed skills. Time restrictions necessitated limiting the topics to Africa and American Government.

It should be emphasized that the purpose of this manual is NOT to convert social studies teachers into reading teachers, but to enable them to assist their students in the acquisition of basic social studies information, concepts and skills.

As a preliminary effort, this manual is of necessity incomplete and subject to revision. Your additions, modifications and suggestions are sought and will be included in a revised edition.

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	United States Government	99-101
	Books on Reading	102

CHAPTER I - ASSESSING NEEDS

As in most human endeavors, nothing succeeds like success. Students can and should be challenged and encouraged to do difficult work, but not work that is so far beyond them that they simply resign. All work should be corrected as soon as possible, and constant encouragement, praise and some tangible indication of achievement should be given whenever possible. Certificates of progress and achievement are particularly effective for the student who does not have a history of academic achievement. Learning contracts, spelling out basic responsibilities, sometimes help set minimum standards of behavior and shift initiative from the teacher to the student. Interest inventories, written or oral, can help the teacher to build on student hobbies and concerns.

SAMPLE

CERTIFICATE OF PROGRESS AND ACHIEVEMENT

Date:

Dear

We are pleased to tell you that _____

is doing very well in _____.

_____completes all of his assignments and homework, works to the best of _____ ability, and is an asset to the class.

Congratulations!

Sincerely,

SAMPLE

LEARNING CONTRACT

WELCOME TO _____
(Course Number - Title)

Let us tell you something about the course:

1. We shall explore the rich cultural heritage and life styles of the peoples of Africa and the Middle East.

2. While studying about these countries, we shall also learn to use basic tools of learning such as problem-solving, how to understand what we read, how to see things more clearly, how to make clear judgements, and how to use many different kinds of materials to get information. These skills will help you in all of your subjects.

To make sure we all succeed, a few basic rules will be followed:

1. Be on time.

2. Take work folder and be seated.

3. Always be prepared with a pen.

4. Be responsible for a neat and complete folder.

Grades will be determined on the basis of your own progress in doing the required work. Grades will take the following into account:

1. Attendance
2. Folders (All work missed must be made up.)
3. Special projects
4. Tests
5. Extra credit work

STUDENT'S CONTRACT:

AS A STUDENT IN_____, I HAVE READ THE STATEMENT ABOVE. I UNDERSTAND THE CONDITIONS OF THE CONTRACT AND AGREE TO ABIDE BY THOSE CONDITIONS IN ORDER TO SUCCEED IN THIS COURSE.

_____
(Signature of Student)

TEACHER'S CONTRACT:

I AGREE TO ABIDE BY THE TERMS OF THIS CONTRACT BY BEING FAIR TO THIS STUDENT, TREATING _____ AS AN INDIVIDUAL AND MARKING THE STUDENT ON THE BASIS OF HOW WELL _____ COMPLETES THE CONTRACT.

_____
(Signature of Teacher)

SAMPLE SOCIAL STUDIES

INTEREST AND ATTITUDE INVENTORY

Name_____ Grade_____

Directions: Complete the following sentences.

1. I was born in_____
2. In the United States I started school in the _____ grade.
3. I speak_____
4. I read and write_____
5. I like to read about_____
6. On weekends I_____
7. I would like to be a_____
8. I like to read when_____
9. I wish I could_____
10. When I read social studies textbooks, I _____
11. When I finish High School_____
12. I like movies and TV about_____
13. Some great Americans I admire are_____
14. I liked visiting_____
15. If I could visit anywhere in the U.S. I'd go to_____
16. If I could go anywhere in the world I'd go to_____
17. I'd like to live in _____
18. If I were president I'd_____
19. I would like to live in (a large city) (a small town) (a farm) Check one.
20. I would like to be (president) (a congressman) (a judge) Check one.
21. I learn best by (listening)(watching) (doing) (reading) Check one.

A. DIAGNOSIS

If student and social studies teacher are to function at their best, it is important each term to get an early estimation of students' ability to perform basic reading skills and to handle the textbooks and other material available for distribution. Diagnosis should continue throughout the term, with constant reevaluation and identification of specific reading problems and of special interests.

At the beginning of the term, the teacher can survey the students' language skills informally by doing as many of the following as can be accomplished within the first several days:

1. For general assessment of verbal ability:
   a. -- listen for fluency in vocabulary and expression
   b. -- assign a brief (five minute) writing activity "Inflation is.....," or "If I Were President....," or "The teenagers in the movies or television are usually....." Consider grammar, spelling, punctuation, vocabulary, relevance and clarity of expression.
   c. -- distribute passages (1 or 2 paragraphs) from available texts and ask students to read (orally or silently) and tell you what they read about or have them answer simple questions.
2. To assess students' ability to manage material intended for distribution:
   a. CLOZE

      Prepare and administer a CLOZE test(or a series of CLOZE tests). Duplicate a passage from a text intended for distribution. After the title and introductory sentence, replace very fifth word with a blank. Ask students to fill in the blanks.

1) Students who can supply 57% or more of the missing words can handle the book independently.

2) Students who can supply 44%-57% of the missing words can use the book with some support or assistance.

3) Students who supply less than 44% of the words require easier material or considerable support (vocabulary development, pre-teaching, carefully devised questions, study guides.)

4) An analysis of the types of errors will give clues to general verbal ability as well as background in the particular subject matter.

SAMPLE

CLOZE TEST

HOW DOES A BILL BECOME A LAW?
(From Schwartz & O'Connor, Exploring Our Nation's History, p. 137)

Lawmaking and the Constitution. Lawmaking is one of the most important jobs of government. For laws are the (1)_____ by which a government (2)_____ the activities of its (3)_____. By telling them what (4)_____ may or may not (5)_____, the government makes it (6)_____ for large numbers of (7)_____ to live together in (8)_____. Laws also deal with (9)_____ important matters, such as (10)_____ taxes people pay and (11)_____ services they receive in (12)_____ for taxes. These services (13)_____ keeping order, helping people (14)_____ need, and protecting the (15)_____ from its enemies.

In (16)_____ absolute monarchy or dictatorship, (17)_____ are made by one (18)_____. This is probably the (19)_____ and simplest way to (20)_____ them. In a modern (21)_____, on the other hand, (22)_____ is neither fast nor (23)_____. The people elect hundreds (24)_____ representatives. These men come (25)_____ different parts of the (26)_____. They belong to different (27)_____ parties and represent people (28)_____ all sorts of interests. (29)_____ do these representatives agree (30)_____ what laws to make (31)_____ our nation?

1._____ 11._____ 21._____
2._____ 12._____ 22._____
3._____ 13._____ 23._____
4._____ 14._____ 24._____
5._____ 15._____ 25._____
6._____ 16._____ 26._____
7._____ 17._____ 27._____
8._____ 18._____ 28._____
9._____ 19._____ 29._____
10._____ 20._____ 30._____
31._____

CLOZE TEST - ANSWER SHEET

Students must supply the exact word for the purpose of estimating percentages. However, a student who can provide a suitable synonym obviously comprehends the material, and the teacher should consider this in deciding how much support is necessary or whether an easier book should be provided.

ANSWER KEY

1. rules
2. regulates
3. people
4. they
5. do
6. possible
7. people
8. peace
9. other
10. the
11. the
12. return
13. include
14. in
15. nation
16. an
17. laws
18. man
19. fastest
20. make
21. democracy
22. lawmaking
23. simple
24. of
25. from
26. country
27. political
28. with
29. How
30. on
31. for

SCORING

Independent Level - 57%

Instructional Level - 44% - 57%

Frustration Level - Below 44%

HARRIS WORD LIST *
(Quick Placement Test)

PRE-PRIMER	PRIMER	FIRST	SECOND	THIRD
am	cake	another	clang	check
big	all	cry	fruit	reason
see	how	hopped	quick	plain
dog	from	gate	teach	freeze
up	into	snow	sound	knife
look	story	next	music	inch
to	that	bunny	often	moment
me	wanted	thought	straight	president
it	playing	well	dark	shovel
good	milk	running	cannot	whale

FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH
addition	accomplish	natural	pajamas	tease
blizzard	commotion	pardon	quantities	impatient
compound	decorate	excitement	seldom	handsome
embrace	essential	follows	statue	farmer's
groove	marvelous	gathering	cover	firm
introduce	grateful	mischief	yell	earlier
magic	population	century	recreation	companies
nonsense	remarkable	deck	prepared	heard
permanent	suggestion	immediately	nervous	accomodate
scratch	territory	decide	habit	heap

SCORING

2 errors test at a higher level
3-5 errors indicates reading level
6 errors - test at an earlier level

You can get a quick assessment of which textbook to try on by having the individual student read the above words aloud to you.

* Harris, Albert J., How to Increase Reading Ability, New York, David McKay Co., 1961.

QUICK ESTIMATION OF READING LEVELS FOR PERIODICALS

Approximate Grade Levels	4+	6+	8+	10+	12+	14+	16+
Reading Level	Very Easy	Easy	Fairly Easy	Standard	Fairly Difficult	Difficult	Very Difficult
Average Sentence length in words	8	11	14	17	21	25	29
Syllables per 100 words	127	135	142	150	158	166	175
Pronouns per 100 words	19	14	10	6	4	3	2
Typical Magazines	Comics	Pulp	Reader's Digest	Time	Literary	Scholarly	Scientific and Professional

For each designation, all of the criteria must be met.

From: The Reading Process in the Content Areas; Instructional Services, The School District of Philadelphia, 1971.

Other useful estimates of reading level include: Fry's "Graph for Estincting Readaility" and the "Dale-Chall Readability Formula,"

ERIC

b. INFORMAL TEXTBOOK INVENTORY --Devise questions based on the text intended for distribution:

Questions should aim at discovering how well students can perform various reading skills with this text. Select a passage from the text (approximately two to four paragraphs) and write a series of questions aimed at tapping vocabulary, detail, main idea and one or two more sophisticated skills. It is a good idea to write the questions for each skill in order of increasing difficulty. Make sure the students have sufficient time to read the material and answer the questions within one period. Let students know the purposes for which this is being done so that they will not feel threatened.

1) If most of the students struggle and barely manage to answer 50% of the questions correctly, a simpler book is desirable. If no other material is available, considerable support will be necessary.

2) If most of the class answers between 50% and 80% of the questions correctly, the book is at their instructional level and can be used with teacher guidance.

3) If most of the class completes more than 80% of the assignment accurately, more challenging material should be found, even if only on a supplementary basis.

Where possible, parallel exercises in easier and harder texts should be available. After all the students have been assigned work, the teacher should circulate and become aware of those students who have too much or too little difficulty. The teacher might have a student read a short passage to her privately. If he is unable to read and understand the material, he should be asked to do the parallel exercises in the easier book. Similarly, a student who completes the assignment correctly well ahead of time should be given the more difficult material to work with.

3. Official Reading Scores

These scores, obtainable from student record cards (and/or from the English or Reading Department) will provide a general idea of students' reading ability compared to a norm. They should be interpreted carefully; they usually reflect a student's frustration level* of reading, and can be influenced by many variables. Make sure you note the date of the test. Also bear in mind that the comprehension subscore is a more useful indication of reading level than the vocabulary scores.

Diagnosis As A Continuing Process

An initial diagnosis provides the teacher with a point at which to start and a general concept of a student's abilities and disabilities. However, opportunities for continuing diagnosis present themselves every time a student reads, speaks, writes, acts. Throughout the term, the alert teacher also becomes aware of a student's learning style (does he remember better if he draws a picture of the concept?); his attitude and motivation; his attention span; his interests; his interaction with his peers and his reaction to authority. A student may "flower" at mid-term or even later; he should be provided with more challenging material as well as with recognition of his progress. In addition, a student's interest and background of experience level change with the content, and it may be necessary to give harder or easier material for different topics.

* Frustration level - student can profit from instruction approximately one year below frustration level. (Instructional level)
Students can operate independently approximately two years below frustration level. (Independent level)

CHAPTER II - READING SKILLS FOR SURVIVAL IN THE SOCIAL STUDIES CLASSROOM

If the student is to be able to use the textbook, encyclopedia, atlas, dictionary, newspaper, magazine, biography, and other print resources, the teacher is faced with helping the student to overcome the barriers imposed by vocabulary and comprehension deficiencies.

A. VOCABULARY

Vocabulary development must be an important component of all social studies teaching. The problem exists on both extremes, from the student whose vocabulary is so limited that he cannot recognize the fact that a particular word is a proper noun to the glib student who uses imprecise polysyllabic terms without a true understanding of their meaning.

The development of vocabulary is closely related to a person's ability to conceptualize, to develop a mental image of an action or a thing and make generalizations concerning it.

STEPS IN VOCABULARY DEVELOPMENT

1. PREVIEW

   Look over material to be used to determine which are the words that are essential to the meaning of the passage that you think will cause trouble. Look for:

   a. technical vocabulary which may be totally unfamiliar (apartheid)

   b. multi-meaning words which can confuse (party)

   c. polysyllabic terms which may cause decoding or meaning problems (extraterritorial)

   d. figurative language with literary or historical references or allusions which are unfamiliar (thrown in legislative hopper)

   e. idioms (run for office)

   f. abstractions for which students may have imprecise concepts(democracy)

   g. pronoun referents (it, which, they)

   h. connotative words (communist, liberal)

2. PRETEST (formally or informally)

Check your hunches in order to avoid assuming either ignorance or knowledge on the part of the particular students with whom you are dealing.

1. Prepare a list of basic words to be used in the course. Start with easy words or terms and work toward more difficult ones. Ask students to check off those that they know.

2. Use matching test (with definitions) on words, roots, prefixes, and suffixes. Use sentence context where possible.

3. Have students write out definition (s) of a word. (Use sparingly. It is easy to overdo this approach.)

4. Have students classify words under given topics:
   physical features: desert, river, mountains, oasis
   political features: nation, province, state, town, city

5. Have students derive the meaning of words from context clues within the sentence or paragraph. Infer the meaning of an italicized word from its relationship to other words in the sentence: (They developed pellagra, scurvy, kwashiorkor, and other diseases caused by poor nutrition.)

6. Have the student derive the meaning of words from context clues within the word itself. Infer the meaning of the word from the meaning of its component parts: (in-, un-, pre-, post-, etc.) Antisocial means _____. Then reverse the procedure. A word meaning against the society is _____.

7. Have students complete comparisons or analogies:
   Employer is to employee as management is to ___(labor)___.

8. Have student write:
   a. synonyms for words: political governmental
   b. antonyms for words: freedom slavery

9. Before and after they study a chapter of one of their texts, check students' understanding of key words by multiple choice tests. (Students may be asked to help prepare these tests.)

10. Give definitions of words and ask students to supply the words defined, e.g. machines doing the work of men (automation). Clues may be added: au_ _ _ _ _ _
    A list from which to draw may be supplied and referred to.

Test-like material can be used for instruction when appropriate feedback is applied. It is important, for instance, to go into reasons why an answer is incorrect.

3. TEACH a few words at a time in context as vividly and personally as possible. Choose those that carry the concept load of the lesson.

Studying a limited number of words in depth is more productive than superficial acquaintance with long lists. Choose those they will need at their level. There is little point in teaching "judiciary" before the student knows "judge" and "court".

a. build on the student's background -- relate the unfamiliar to familiar, the past to the present, the distant to the near, the impersonal to the personal, the abstract to the concrete.

b. provide necessary experience, real or vicarious (trips, role playing, pictures, filmstrips, etc.)

c. make vocabulary development an intrinsic and pleasurable part of the social studies lesson by inviting role playing, encouraging educated guesses, and supplying a word's history.

d. Help them to formulate a definition of the word by:

1. giving synonyms and antonyms
2. classifying
3. enumerating words to which it relates
4. exhibiting a sample
5. defining it operationally -- that is, telling what to do in order to experience or recognize the thing to which the word refers.

e. supply a glossary for those words that are merely new labels for familiar concepts.

4. TRAIN for vocabulary independence

   a. Teach them to make educated guesses on the basis of context and context clues: synonyms, antonyms, figures of speech, definition or explanation, description, summary, punctuation.

   b. Encourage students to try to sound out a word syllable by syllable, changing vowel sound, syllable division, or accent, if the word is not recognizable at first.

   c. Draw attention to word parts and their meanings.(in, ex, auto, demos)

   d. Involve students in word and phrase derivations.(to boycott, sit-in)

   e. Assist them in inventing mnemonic devices to aid recall.

   f. Teach them effective use of the glossary and dictionary, particularly in the selection of the meaning that is applicable in the particular context.

5. REINFORCE by supplying opportunities for application. Retention and precision can only come from repeated encounters with the same words.

   a. Motivate for remembering by providing repeated oral and written use by the teacher and student.

   b. Provide game-like opportunities for drill:

      crossword puzzles

      word lotto

      Password

      Twenty Questions

      Categories

      charades and pantomine

      riddles

      jokes and puns

B. COMPREHENSION SKILLS

Nine of the many comprehension subskills have been identified in this manual as basic to the acquisition and understanding of social studies content area.

1. Getting details
2. Finding the main idea
3. Drawing conclusions
4. Cause and effect
5. Categorizing
6. Detecting a sequential pattern
7. Making comparisons and contrasts
8. Distinguishing fact from opinion
9. Application

These skills cover three levels of reading comprehension: literal, interpretive, and applied. Though defined separately in this manual, many of the nine skills overlap in their meanings and in their use. Identifying a cause and effect may lead to the main idea of a passage. Determination of a sequence may be helpful in establishing cause and effect. The separation of fact from opinion may be necessary in establishing valid comparisons. Before they begin the actual reading, students should be instructed in the purposes for which they are reading the given selection.

Effective use of such graphic aids as maps, charts, diagrams, pictures and cartoons, which are so necessary to enhance knowledge and understanding of social studies content, also requires considerable skill building to enable the student to transfer from the visual to the verbal. The visual aids can sometimes serve as a bridge in teaching the thinking skill on which reading comprehension depends. Photographs and cartoons often use details to lay the foundation for inferences, comparisons, and categories, as well as cause and effect relationships and sequences. Similarly time lines, graphs and charts give specific details or suggest inferences, cause-effect relationships and sequences.

SKILL 1. Getting details, at the literal level of comprehension, involves locating and reproducing the facts as presented by the author. Command of detail are the foundation of building blocks which enable students to develop and use other skills. This includes getting answers from the sentence or paragraph to the Who? What? When? Where? How? This is the easiest of the skills listed, but in order to retrieve information accurately, students must be helped to understand vocabulary, punctuation clues, pronoun referents, and other aspects of grammatical structure that help denote meaning.

Many do not understand, for instance, that a pair of commas or parentheses may introduce a synonym, an explanatory phrase, a series of examples. Even a better reader may not realize how semi-colons and colons link ideas. Students need practice in converting large numerals into words and words into numerals. Many overlook qualifying words of quantity such as few, many, seldom, possible.

For the reader for whom the material presents too great a challenge, guidance should be given by directing the student to the specific sentence in which the answer can be found. Later this should be broadened to the specific paragraph, then page, and later chapter. Initially questions for the poorer reader should repeat the exact vocabulary of the passage. Later, questions can be rephrased.

SKILL 2. Finding the main idea involves determining the relationship between what is central and what is supportive so that students can establish an order of importance in a sentence, a paragraph, a group of paragraphs, or even in a longer selection. When the main idea is expressed in a simple sentence, students can be asked to find the topic sentence in the selection. Sometimes students can look to typographical clues - heavy type, italics, underscoring. Most of the time, it is a matter of deciding which idea was developed and how the sentences in the paragraph are related to and support the main idea: by repetition, by example or explanation, by development of steps in a logical order or time sequence, by comparison or contrast. Note that it is important that your detail questions lead the student to the central theme.

Example 1 (Details and Main Idea)

The Constitution divides the federal government of the United States into three main branches. These are the executive (headed by the President), the legislative (Congress), and the judicial (with the Supreme Court at the top.) Each branch is given specific jobs to do and the power to perform these jobs. The chart on page 136 gives a general picture of what the President, Congress, and Supreme Court do.

When the authors of the Constiution set up a plan of government, they tried to prevent any one branch of government from getting too much power for itself. If, for example, the President was given the power to veto laws passed by Congress, what would stop him from throwing out every law he didn't like? Wouldn't this be too much power in the hands of one man?

To avoid this kind of problem, the Constitution has checks and balances; that is, each branch of government can somewhat control the actions of the other branches. For example, Congress can pass a bill by a majority vote, but the President can check Congress by vetoing the bill. Congress can then check the President's veto if it passes the bill again, but it must repass the bill by a two-thirds vote. Another example - the President can make a treaty, but the Senate can check him by refusing to consent to the treaty; the House of Representatives can check the President by refusing to approve the money bill that is needed to carry out a treaty's terms.

Cuban & Roden, The Promise of America: The Starting Line. Scott Foresman & Co.: Glenview, Ill., 1971 Pp. 135-137

Questions: ___ (Details leading to main idea)

1. The constitution divides the federal government into three main (Paragraph 1, Line 2)

___ political parties

___ counties

___ branches

2. The president belongs to which branch of government? (Paragraph 1)

___ executive

___ judicial

___ legislative

3. The legislative branch of the government refers to:

___ the president

___ Supreme Court

___ Congress

4. The president can check Congress by:

___ making a treaty

___ passing a law

___ vetoing a bill

5. In order to repass a bill after the president has vetoed it, Congress needs:

___ a majority vote

___ a two-thirds vote

___ a treaty

6. The reason that the authors of the Constitution divided the government into three branches was

___ to prevent Congress from passing laws too quickly

___ to create more jobs for public officials

___ to prevent any branch of government from getting too much power

SKILL 3. Drawing conclusions requires students to analyze data, stated or implied, and make inferences. Students must be made aware that inferences can sometimes be drawn from the inclusion of certain details and the omission of others, the use of particular vocabulary, or the tone established by a passage. They can also be made sensitive to key words and phrases sometimes used: in conclusion, we can see that, it seems that, it would seem that, therefore, etc.

Example 2

Many Africans still live in tribes. A tribe is a group that lives together in a single place. They are kept together by their own customs and their own language. (Many tribal languages have never been written down. It is difficult, therefore, for one tribe to learn to understand another.) Each tribe has its own chief. While he has great power, his rule must follow the laws and customs of his people. The land a family farms and uses for cattle does not belong to the family. It belongs to the tribe. Many of the tribes are so large that they include a million or more members. Tribes are different from each other in many ways.

Schwartz and O'Connor, Exploring Africa South of Sahara.
Globe Book Company: New York, N.Y. 1973, (pp.35-36)

This selection lends itself to numerous inference questions.

Questions:

1. Two Africans who speak different languages probably come from

   a. the same tribe

   b. different tribes

   c. different nations

2. A family would not be permitted to

   a. obey their chief

   b. follow their customs

   c. sell the land

3. If a chief changed the rules of his tribe

   a. he would be going against the traditions of the past

   b. he would be replaced by his wife

   c. other tribes would wage war against him

4. Check those statements that are likely to be true

   A tribe without a written language will probably...

   _____have story tellers to tell of past history

   _____use legends for teaching tribal rules

   _____have well-used libraries

SKILL 4. Cause and effect is a reading skill requiring students to determine why an event took place or why a condition exists. Students must be aware of the concept of cause-effect relationships before being asked to look for them in the material. Students can be taught to look for possible cause-effect clues ("Because...," "One reason why....," "In order to..."). Recognizing this pattern can further help students recognize and understand a main idea. Determining cause-effect relationships is also related to the skill of detecting a sequence (Skill #6 below).

Example 3

To many Afr ans today, the tribe is more important that the nation in which he lives. The African will think of himself as a Yoruba or an Ibo rather than a Nigerian. This is because the nations that exist in Africa now did not exist before the coming of the Europeans. When the Europeans took over Africa and divided it among themselves, they drew many boundaries separating their territories

from each other. The present nations of Africa came into existence with those boundary lines. As a result many tribes were split up and found themselves in countries. In other cases many different tribes were grouped together in the same nation.

Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc. : New York, 1973, p. 153.

Questions: Choose the correct ending for each sentence. Select your answers from the causes given.

Tribes were split up because ...?.....

Nations exist in Africa today because.....

Some nations contain many tribes because.....

Causes

a. nations are more important than tribes.

b. when the political boundaries of the country were made many tribes lived in that area.

c. when the political boundaries of the country were made many nations lived in that area.

d. national boundaries cut across tribal lands.

e. nations didn't exist in Africa before the Europeans came there.

f. Europeans took over Africa and divided it amongst themselves.

SKILL 5. Categorizing is a skill that requires students to group and organize specific data according to some rational principal. Students learn to sift materials, separate major from minor details, and structure information in a new form. The teaching of this skill can logically be a development from the ranking of main idea and supporting details. In teaching this skill, teachers should help students establish categories for information. Frequently, this is done by the author; sometimes it can be done by the teacher as she prepares the students for the reading. Once the idea has caught on, students should be encouraged to establish their own categories.

Example 4

Civil rights are limits on the power of the government. Guaranteed to you by the Constitution and its amendments, these rights may be divided into three categories: personal freedom rights, justice rights, and property rights.

Your personal freedom rights give you the right to be owned by no man. They also give you the rights to think, talk, and move about as you wish. These are the most basic of your rights. They are rights that you use every day of your life.

Your justice rights are your guarantees that you will be treated fairly if you are ever accused of a crime and placed on trial. They give you the right to be informed of the accusation made against you and the right to have a lawyer to help in your defense. You have the right to an impartial jury. You cannot be forced to testify against yourself and you have the right to confront your accusers and a further right to have witnesses called who can testify in your behalf. If you should be accused of a federal crime, you can be brought to trial only if you are accused by a grand jury.

Your property rights give you the right to buy, own, and sell all kinds of property.

Adapted from Ball and Rosch, Civics. Follett: Chicago,1973. p.116-117

Questions

Directions: Fill in the outline below with the major rights included under each of the three categories of your civil rights.

THREE CATEGORIES OF CIVIL RIGHTS

A. Personal Freedom Rights

1. _____
2. _____
3. _____
4. _____

B. Justice Rights

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. Property Rights

1. _____

2. _____

3. _____

* Variation: Students can be asked to establish their own categories.

SKILL 6. Detecting a sequential pattern in a selection entails reading to learn the chronological order of a series of events. This involves a knowledge of tense, and of such signal words as: first, then, next, before, after, last, meanwhile, in retrospect, previously. Flashbacks and presentation of material out of order pose special problems. Note that the same paragraph was used previously in developing cause and effect and is now used to develop questions for detecting sequential patterns.

Example 5

> To many Africans today, the tribe is more important that the nation in which he lives. The African will think of himself as a Yoruba or an Ibo rather than a Nigerian. This is because the nations that exist in Africa now did not exist before the coming of the Europeans. When the Europeans took over Africa and divided it among themselves, they drew many boundaries separating their territories from each other. The present nations of Africa came into existence with those boundary lines. As a result many tribes were split up and found themselves in different countries. In other cases many different tribes were grouped together in the same nation.
>
> Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc.: New York, 1973, p. 153.

Questions: Write T or F (True or False) before each sentence.

_____ In Africa nations came into being after tribes.

_____ There were Yorubas and Ibos before there were Nigerians.

_____ There were Europeans in Africa before there were Ibos.

_____ There were Europeans in Africa before there were Nigerians.

Activity: Use numbers 1, 2, 3 to indicate which event happened first, second, and third.

_____ Modern African nations are created.

_____ Europeans take over Africa.

_____ Africa exists without nations.

SKILL 7. Making comparisons and contrasts involves patterning factual material to highlight similarities and differences. Key phrases student should recognize are similarly, likewise, on the other hand, in contrast, but, conversely. Again punctuation and grammar clues are important; parallel structure, for instance, indicates relationship.

Example 6

In America, when a young couple marries, they move into a home of their own. In Africa the wife goes to live with her husband's family. In our country young people choose the husband or wife whom they wish to marry. In Africa the marriage is usually arranged by the parents. This means that the parents may actually pick the mate for their son or daughter to marry. More often, however, a young man meets a girl whom he likes. He then reports this fact to his father and must get his approval. His father and several other members of the family then arrange to visit the girl's parents to get their approval and to discuss the marriage. Part of the discussion involves the payment of what is known as "bride price" or "bridewealth." The young man has to make some kind of payment to the girl's father before he is allowed to marry her. This payment is usually in the form of cattle or sheep or another type of currency. This does not mean that the man is buying his wife. The bride price is a symbol that the union of the two people is legitimate. It is also a form of compensation for the father of the bride who is not only losing a daughter but a worker as well.

Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc.: New York, 1973, p. 151

ACTIVITY: Place each custom under the appropriate heading.

1. Young people choose the person that they wish to marry.
2. Young married couple moves in with husband's family.
3. Young married couple moves into home of their own.
4. Husband can only have one wife at a time.
5. Husband can have more than one wife at a time.
6. Before marriage husband-to-be gives father of the bride a payment.
7. It is not customary to pay a "bride price."
8. Father may choose wife for his son.
9. Mother may choose husband for her daughter.
10. Parents must approve of the mates that their children select.

CUSTOM OF AFRICANS	CUSTOM OF AMERICANS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SKILL 8. Distinguishing fact from opinion. As with establishing cause and effect relationships and drawing inferences, distinguishing fact from opinion requires substantial pre-teaching before students can be asked to deal with it in a reading situation. The distinction is frequently difficult and often requires considerable sophistication and critical ability. Students must learn to identify verbal clues ("Some people think...," "It is believed that.."), develop sensitivity to connotations and "loaded terms," detect bias, and learn to deal with verifiable facts as well as false or inaccurate statements which pass for fact. After determining what an author is saying, students must learn to ask the appropriate questions: "Is it so?" "How can we tell?"

Example 7

Most scientists now believe that Africa was the birthplace of mankind. In 1959 Dr. Leakey, an anthropologist, discovered the fossilized bones of a skull in northern Tanzania. This, he claimed, was the "oldest example of man on earth," born over 600,000 years ago. It is now thought that this creature lived as far back as 1,850,000 years ago. What this creature looked like, what color his skin was and how much hair he had is impossible to know. But Dr. Leakey called this creature a man because it was found together with chipped pebble tools. This ability to make tools is one of the things that distinguishes a man from the apes. In February, 1971, bones were found in Kenya dating back about 5 million years. On the basis of all this evidence it is believed that mankind began in Africa and from there gradually wandered to other parts of the world.

Questions: Determine which of the following statements are facts and which are opinions. Then place F (Fact) or an O (Opinion) before each sentence. Be able to give reasons or arguments to support your answers.

___1. Dr. Leakey discovered fossilized bones of a skull in northern Tanzania.

___2. Dr. Leakey discovered a skull in 1959.

___3. This creature was born over 600,000 years ago.

___4. This creature was the oldest example of man on earth.

___5. The skull was found together with chipped tools.

___6. In 1971, bones were found in Kenya dating back about 5 million years.

___7. Mankind began in Africa and from there gradually wandered to other parts of the world.

SKILL 9. Application involves the use of information in a new situation. The effectiveness of the reading can be judged best by the extent to which it influences action and attitudes. Students should be trained to relate the material to other information in order to solve problems, predict outcomes, clarify values and establish new hypotheses. It is the most sophisticated skill dealt with here, encompassing all of the others. It is essential to students' true understanding of social studies and their independence as readers and thinkers.

Example 8

> The President has much to do with the making of laws. He sends messages to Congress asking for laws he thinks the nation needs. If Congress adjourns without passing the laws he has asked for, he may call it back for a special session. He may also, as we have seen, veto bills passed by Congress.
>
> Schwartz and O'Connor, Exploring our Nation's History. Globe Book Co., Inc.: New York, 1969, p. 147.

Questions: List two examples of the President's use of his legislative (law-making) powers within the last year (month, week, etc.)

1. _____

2. _____

Decide which of the following headlines illustrates the use of one of the President's legislative powers. Write "YES" in the blank next to the headline if it does show his law-making powers. Write "NO" in the blanks that do not show his law-making powers.

_____ 1. President Appoints New Federal Judge.

_____ 2. President Asks Congress to Cut Taxes.

_____ 3. Congress Goes Home For Vacation.

_____ 4. President Signs New Treaty with Soviet Union.

_____ 5. President Vetoes New Social Security Law as Too Expensive.

Example 9 *

> In America when a young couple marries they move into a home of their own. In Africa the wife goes to live with her husband's family. In our country young people choose the husband or wife whom they wish to marry. In Africa the marriage is usually arranged by the parents. This means that the parents may actually pick the mate for their son or daughter to marry. More often, however, a young man meets a girl whom he likes. He then reports this fact to this father and must get his approval.

*Note this same passage was previously used to teach making comparisons and contrasts.

His father and several other members of the family then arrange to visit the girl's parents to get their approval and to discuss the marriage. Part of the discussion involves the payment of what is known as "bride price" or "bridewealth." The young man has to make some kind of payment to the girl's father before he is allowed to marry her. This payment is usually in the form of cattle or sheep or another type of currency. This does not mean that the man is buying his wife. The bride price is a symbol that the union of the two people is legitimate. It is also a form of compensation for the father of the bride who is not only loosing a daughter but a worker as well.

Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc.: New York, 1973, p. 151.

Questions:

1. Based on your knowledge of wedding customs in the United States, what are some of the rituals involved?("Something old, something new, something borrowed, something blue" is an example of a ritual.)

2. A young African city-dweller wants to marry a girl of a different tribe. His parents back in the village opposed this union.

a. What problem does this present?

b. What are the alternatives?

c. What are the consequences?

d. How would you advise the people involved?

e. Do you think this situation would present a problem in fifty years? Why?

3. In the United States the divorce rate is about 1 in 3. In Africa divorce is virtually unknown. What are the values in each society that produce these results? How do these values compare with your own?

*4. Suppose you were to help establish a "new" society. Construct a marriage contract which might include: rules, relations with in-laws, property arrangements, and any other items you wish to be included.

*This is best developed as a group activity or an independent committee report.

SIGNALS

I. Signals indicating additional ideas

A. Signals pointing to coordinating ideas

AND	FURTHERMORE	BESIDES	LIKEWISE
ALSO	PLUS	TOO	SIMILARLY
ANOTHER	OTHERWISE	AFTER THAT	
IN ADDITION	MOREOVER	NOT ONLY BUT ALSO	

B. Signals pointing to final or concluding ideas

CONSEQUENTLY	IN CONCLUSION	THEN	FOR THIS REASON
THUS	IN SUMMATION	TO SUM UP	AS YOU CAN SEE
HENCE	AT LAST	IN BRIEF	IN SHORT
THEREFORE	FINALLY	IN THE END	

II. Signals indicating a change in ideas

IN CONTRAST	ON THE OTHER HAND	FOR ALL THAT	EXCEPT
ON THE CONTRARY	NEVERTHELESS	YET	
OPPOSED TO	BUT	STILL	
CONVERSELY	IN SPITE OF	TO THE CONTRARY	
	ALTHOUGH	HOWEVER	

III. Signals pointing to relationships

A. Time Relationships

IN THE FIRST PLACE (SECOND, ETC.)	NEXT	FORMERLY
THEREAFTER	LAST	PREVIOUSLY
FINALLY	LATER	HEREAFTER
IN RETROSPECT	BEFORE, BEFORE THAT	IMMEDIATELY
NOW	AFTER, AFTER THAT	AT LENGTH
THEN	AT THE SAME TIME	AT LAST
TO BEGIN WITH	FOLLOWING	MEANWHILE
	SINCE, SINCE THEN	FINALLY
	SOON	

B. Space Relationships

HERE	CLOSE	BY	FURTHER ON	TO THE EAST
THERE	FAR	AWAY	ABOVE	WESTWARD
YONDER	NEAR	EVERYWHERE	BENEATH	UNDER
				ACROSS

C. Related in degree

MERE	MANY	LITTLE	SOME	BEST	FEWER	GREATER	ABOVE ALL
ONLY	MORE	LESS	ALL	WORST	FEWEST	GREATEST	
	MOST	LEAST	ALMOST				

D. Pointing Signals

THIS	THAT	ONE	SOME
THESE	THOSE	SEVERAL	FEW

Grouping
Study Guides
Rewriting

Among the techniques that can be used to facilitate social studies learning by using print material are the grouping of students, the preparation of study guides, and the rewriting of materials. These techniques can support or supplement a teacher's regular mode of instruction or they can be used for a series of separate or independent activities. In either case, some form of diagnosis of student ability is essential. Equally important is a supportive classroom attitude.

Obviously, every suggestion in this manual cannot be instituted simultaneously. All suggestions must be tempered to the physical and human resources at hand - time, energy, materials - as well as to an assessment of student needs.

A. GROUPING

A number of students can be differentiated from the class at large and set to work with separate materials or at separate tasks. Grouping has many advantages:

--it eliminates many of the problems of heterogeneity in the classroom

--it provides appropriate challenges for students on different levels

--it permits students to pace their own progress, freeing them from the stigma of being too slow or from the boredom that results from work that is too easy

--it gives the teacher an opportunity to work with the student as an individual

--it bolsters confidence and facilitates academic success

--it provides students with sufficient mastery of material to contribute to class discussions

--it promotes socialization

While grouping generally works best in rooms with movable furniture, particularly when socialization is desired, it is also effective in fixed-furniture situations. The basic concept is that not all students must do the same thing at the same time, but that they work at appropriate projects geared to their own interests and abilities.

Where possible, it is important to have a classroom library including alternate texts, bibliographies, pertinent fiction and current pamphlets and periodicals. The wider the variety of materials, the greater the likelihood of finding something of interest and value and at a level at which each student can succeed. This also increases the availability of illustrative material at the student's disposal. Of course, a dictionary should be accessible.

Obviously, support personnel make grouping easier, but if paraprofessional, volunteer, or student teacher is not available, the students themselves function well as group leaders, and peer teaching can be extremely fruitful for both "teacher" and student.

Grouping by reading level

1. Homework

   a. Give differentiated homework assignments from the same text. Having students answer questions at their own level enables each student to make a contribution to a class discussion. The primary task is to develop appropriate questions at different ability levels. Students whose skills are limited to reading for information should have detail questions to answer; students who can manage more sophisticated skills should be asked more demanding questions. This type of assignment can provide the basis for more developmental lessons.

   b. Give students differentiated materials for homework so that each student can work with materials at his level. All students can be asked to answer the same questions based on the material they have read.

   c. Give students differentiated materials and have them answer different questions based upon the materials they have read.

2. In-class Activities

   Designate two to four groups based on reading level. Establish a basic assignment in a particular book. All students who can handle the material should be required to do so; students who cannot handle it should be assigned to a more appropriate equivalent. Students who cannot manage the second assignment should be given even more basic material with which to work. Students who can manage independent reading should be encouraged to do so. It is possible to assign a task to a group of students working together, or to assign the same task to each individual in a

group working on his own. Obviously this must depend on your purposes or goals. Students frequently profit from each other's assistance.

Assignments should be complete and specific enough to allow students to work in groups or on their own (see section on study guides) without teacher support. While the students are working, the teacher can single out one group for attention and proceed to teach. Or the teacher may use this time to move about the classroom, stopping to help students with individual problems, explaining necessary terms, interpreting questions or instructions, supplying additional guidance, re-directing activities, and encouraging those students who are fulfilling their assignments. Small group instruction and individual attention are important benefits of this mode of operation.

Other Bases for Grouping

1. According to interest: students choose their own groups on the basis of their interest in the field of inquiry. Groups might be established to investigate several current problems, with each student selecting the one of greatest concern to him. Try to keep these groups reasonably equal in size.
2. According to skill: Students may be assigned to work at totally different sources of material in order to develop particular skills.
3. According to point of view: Particularly in examining some controversial issue, students might be assigned to defend their position - or required to defend the opposing argument instead.
4. Arbitrarily: alphabetically, by location in the room, at random.

POSSIBLE CLASSROOM USE DURING GROUPED READING LESSON.

Students can be using the different materials indicated to study the same topic, or may be reading on different or related topics. The individual students can be reading related fiction or periodical literature from the library. Where available, student teachers can be used to work with the groups.

I- Reading Understanding American Government and Politics, assisted by a rexographed study guide.

II- Using teacher-prepared materials, assisted by teacher.

Individuals: fictior, magazines, biographies, newspapers, picture file, listening to records, cassettes

III- Reading Civics, using exercises included in the book.

LIBRARY

B. STUDY GUIDES

A series of questions and activities keyed to written material can direct students in their reading and serve a number of purposes:

--it can set purposes for reading

--it can enable students to handle material that might otherwise be too difficult by breaking it into manageable units

--it can clarify or create a structure for material

--it can reinforce vocabulary

--it can give practice in a particular reading skill

--it can give guidance in scanning material for specific information

--it can serve to teach students to get an overview of a book, chapter or shorter selection by calling attention to typographical and graphic aids (titles, subheads, introductory and summary paragraphs, and illustrations, maps and graphs)

--it can lead the student to related readings and activities

--it can help prepare students for participation in class discussions and thus foster a sense of achievement

--it can help the teacher to diagnose student weaknesses, strengths and interests

Steps in the preparation of study guides

1. Determine the purpose for which the reading is to be done or the assignment made; decide both the basic content (or concepts) and skills to be developed.
2. Select a passage in keeping with your established purpose (s). Keep the length of the reading appropriate to the time available to students and their abilities.
3. Anticipate major reading problems (vocabulary; confused organization; complex, compound, and awkward sentence structure; lengthy blocks of material). Key your exercises to these particular areas. Make sure that students can perform the skills required; if the required skills have not already been taught, make a note to teach them before you distribute the guide. The inclusion of one or two answers may serve as models and bolster a sense of security or ability to perform the assigned tasks.
4. Specify each step to be performed in completing the project. Make certain that all directions are clearly expressed and within students' capabilities. If this is done well, it should not then be necessary to review the instructions when the guide is distributed.
5. (Optional) Provide exercises at various levels of instruction to accommodate all students. This can be done by including "enrichment" or "extra-credit" activities for more advanced students, as well as very easy exercises for less able ones.

6. Caution: Do not try to include every skill in every study guide, but do include vocabulary reinforcement in every study guide.

Utilization of study guides:

1. Study guides may be used to direct in-class activity or as homework assignments. Several possible programs are:

   System I: For one class period:

   1. Motivate lesson
   2. Students work on study guide. Teacher assists as required.
   3. Full class discussion (based on material in study guide).

   System II: For two or more class periods:

   1. First day: motivate lesson
   2. First day: students begin work on study guides with teacher assisting
   3. Second day: or longer — students continue working on study guides as teacher continues with assistance or with small-group instruction
   4. Last day: culminating activities or lessons (based on material in study guide)

   System III: As homework assignment

   1. Teach lesson
   2. Motivate students to do assignment
   3. Distribute study guide
   4. (Next day) Class lesson (based on material in guide)

2. The use of different study guides by different students at the same time lends itself to accommodating individual interests and abilities; see section on Grouping.

3. If new skills are required by the guide, develop them before distributing it. The only times it should be necessary to teach a skill while students are using the guides is when a student did not receive or understand the original teaching.

4. Motivate students for learning the material. Remember that the guide is a means towards an end, not an end in itself.

5. Distribute the guide (s). Students should begin work immediately if the exercise is to be done in class. If the guide is to be used for homework, go over it with students first to make sure they understand the assignment.

SAMPLE STUDY GUIDE

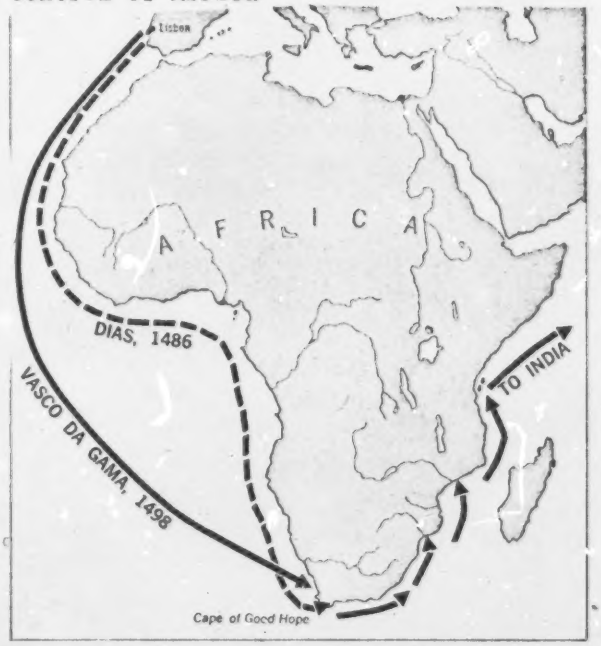
To overview chapter 5 of Schwartz and O'Connor, Exploring Africa South of the Sahara

EUROPEANS DISCOVER AFRICA

Topic to Explore; How Europeans gained control of Africa

Who Were The First Europeans to Explore Africa?

1. Africa south of the Sahara was almost completely unknown to the people of Europe until the late 1400's. Then the rulers of Portugal began a search for an all-water route from Europe to India. They were interested in trade. The Portuguese sea captains sailed along the west coast of Africa. Each time they went farther and farther south. They traded with the African tribes and returned with shiploads of gold and ivory. Finally, in 1498, Vasco da Gama rounded the southern tip of the continent, turned north and sailed on to India.



The earliest European explorers of Africa took these routes.

DIRECTIONS: Do NOT try to read through the entire article on this page. Glance over it and the map in order to answer the questions. Place an "X" next to the correct answer.

The main topic of this chapter is:

_____Africa was unknown to people of Europe until late 1400's.
_____Europeans discover Africa.
_____Portugese sea captains sailed to Africa.

The topic we are going to explore is:
_____ Rulers of Portugal were interested in trade.
_____ How Europeans gained control over Africa.
_____ The route to India.

The first paragraph answers this question:
_____ Which direction Vasco Da Gama took in sailing towards India?
_____ Is Africa an undiscovered continent?
_____ Who were the first Europeans to explore Africa?

The map shows the continent of:

_____Australia
_____America
_____Africa

The arrows on the map point the way to:
_____Europe
_____Africa
_____India

SAMPLE STUDY GUIDE

CHAPTER 7 B - THE CONSTITUTION UNITES THE NATION

SURVEY:

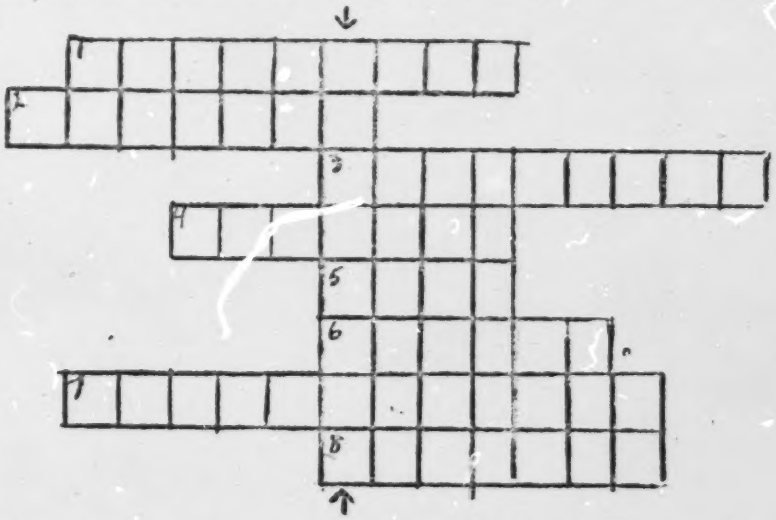
1. (p.111) What will we learn about the Constitution in this chapter?

2. Picture Study (p.111)
   What does the picture tell us about Ben Franklin?

REVIEW: (p.112)

   a. Why did the colonists want a new plan of government?
   b. What was this plan called?

VOCABULARY: Do this puzzle by answering 1 through 8 below.
Use the vocabulary list on page 111 to help you. When you finish, the word between the arrows will tell you the type of nation the U.S. is.



1. This type of government represents all the people.

2. To make something equal in power.

3. He is the head of the U.S. government.

4. Another word for "blamed."

5. What a law is before it is passed by Congress.

6. Holds down a certain amount.

7. A written plan of government.

8. People born in a certain nation.

HOW WELL DID YOU READ? Read pages 112-114 to answer the following questions.

1. Under the Constitution, how were the powers of the government divided?

2. List five powers given to the national government.

3. Name the three parts of the national government. What is the duty of each.

4. What are the three main compromises in the Constitution?

5. How does the Constitution make sure that the national government does not gain too much power?

6. How does the government make sure that no part of the government gains too much power?

7. What is a republic?

8. How can citizens change our government?

SUMMARY (p. 114)

What does the summary tell us about the Constitution?

WHAT WAS THE CAUSE? Read the pairs of statements below. Write a (1) before the statement that is a cause. Write a (2) before the statement that is a result of the cause. (effect)

A. ____ The Constitution was written.
____ Many people thought the Articles of Confederation were too weak.

B. ____ The people didn't want a national government that was too powerful.
____ The powers of the government were divided between the national government and the states.

C. ____ The delegates made a number of compromises.
____ The delegates had many problems to solve.

D. ____ The people did not want one part of the federal (national) government to gain too much power.
____ The three branches of government can check on each other.

SAMPLE STUDY GUIDE
(EMPHASIS ON VOCABULARY AND DETAIL)

AFRICA - Role of Women

Please read the story on pages 87-92 in your Blue Africa-World Study Book (Marvin, Africa, Field Educ. Pub. Inc.)

VOCABULARY: The words below are all used in the story. See if you can connect the words in Column "A" to their meanings or definitions listed in Column "B". Just draw a line from the word to its meaning. One is done as a sample.

COLUMN "A"	COLUMN "B"
1. brutal	a. empty
2. blank	b. to confuse, mix-up
3. sorrow	c. ordinary, usual
4. district	d. cruel, cold-blooded
5. dependence	e. an area or a place
6. common	f. sadness
7. self-improvement	g. to need or to rely on someone else
8. cultivate	h. to make your self better
9. bewilder	i. to grow or raise crops

LOCATING THE ANSWER: Please put in the letter (a), (b) or (c) for the best answer to complete each sentence.

___1. Both girls came to school to learn to be (a) office workers (b) nurses (c) doctors.
___2. Margaret is afraid to answer questions (a) even when she knows the answer (b) the other students help her (c) the teacher helps her.
___3. Keli wants to help her country (a) by building houses (b) by taking care of babies (c) by running for a political office.
___4. Margaret goes home because (a) her family wants her to come home (b) she wants to have her own babies and cultivate her garden (c) she thinks school is not important.
___5. Many men do not like to see the roles of women changing because (a) they are jealous of women (b) women may take their jobs away from them (c) they think women are not smart.
___6. In the past, life was simpler for women because (a) they knew what was expected of them (b) the government told them what to do (c) none of them could read.
___7. In your opinion, do you think (a) women should get as much education as men (b) women should get less education than men (c) women should get more education than men?

FOR EXTRA CREDIT: Please explain your reason for answering Question 7 as you did. Please answer on the back of this paper.

NOW, JUST FOR FUN: See if you can unscramble the words listed below. Just write the word you think it is in the space next to it. HINT: They are all used in this worksheet.

RTISCDTI_____ WORRSO_____ ULATRB_____
ETULTAVCI_____ LEISMFPTNEMVREO_____ ONMCMO_____

SAMPLE STUDY GUIDE: DISEASE ECOLOGY IN AFRICA

Readings: Read Africa, pp. 147-152
or Africa South of the Sahara, p. 38

Ecology is the study of the relationship of living things to their environment. Millions of living things in Africa are germs. They cause diseases in other living things, like people, animals and plants. Sickness is a serious problem in the African continent.

Directions: Check the items that would help cut the sickness rate in Africa.

_____changing food habits
_____storing food safely
_____growing more food
_____spraying swamps and rivers where insects breed
_____digging toilets and wells
_____keeping animals out of living areas
_____building more hospitals
_____training more doctors and nurses

Which one of the suggestions listed above do you think would be most useful to cut the sickness rate? Tell why.

Your parents probably taught you about cause and effect to help keep you healthy when you were a little child. If you got scratched your mother washed the wound carefully, put on an antiseptic to kill germs, a bandaid for protection, and a kiss to help you feel better. Mom told you that a scratch could lead to infection. The scratch (cause) could result in a serious infection (effect) unless treated. By knowing about cause and effect, she could prevent illness and keep you healthy. Let's see how well you understand cause and effect.

Cause	Disease	Effects
1.	malaria	
2.	trachoma	
3.	hookworm	
4.	bilharziasis	
5.	sleeping sickness	

If you aren't feeling well, your parents probably have several home medicines and home remedies in their medicine cabinets to take care of you. If you don't get better, your parents may telephone the doctor or even rush you to the emergency room of a hospital. You are soon feeling better and your parents send you back to school with a note. People who get sick in Africa may not be so lucky.

SAMPLE STUDY GUIDE

CHECKS AND BALANCES

To do this work you need: 1. Exploring our Nation's History
2. Pen and paper
3. A dictionary

PLEASE BEGIN BY OPENING YOUR BOOK TO PAGE 153. FOLLOW THE INSTRUCTIONS ON THIS SHEET.

C. THE SYSTEM OF CHECKS AND BALANCES

to balance means to _____

to check means to _____

The Founding Fathers were afraid that the federal government would become too powerful. They did two things to try to prevent this. The two things are:

1.
2.

Some of the Checks on the President are:

1.

2.

3.

4.

5.

(Draw a line under the part of the government that can check the President in each check you wrote.)

Some of the Checks on Congress are:

1.

2.

3.

4.

Some of the checks on the federal judiciary are:

1.

2.

3.

D. Opinions of Checks and Balances

Tell one reason why some people do not like the system of checks and balances.

Tell one reason why some people do like the system of checks and balances.

C. SIMPLIFICATION OF MATERIAL

It is frequently desirable that a given passage be revised or rewritten in order to make it more readable for some students. The guidelines that follow can also be used in the creation of original material.

General Considerations:

1. Assess the level (s) of students' abilities. (See Section A: Diagnosis)
2. Try to locate material on the students' levels. If this is not possible it is possible to rewrite material to make it easier to read. At the end of this section there is a passage of textual material with three progressively easier revisions.
3. Revision is not the same as "watering down." Retain as much of the pertinent material as possible.
4. Be sure that revised material has simple, straight forward organization, and is grammatically accurate. Avoid slang.
5. For students who can barely read and who have minimal social studies background, change expository writing to anecdotal presentation.

Revising paragraphs

1. Shorten paragraphs. A too solid block of print is a good place for a slow reader to get lost. Avoid paragraphs with multiple ideas or too much supportive material or too many examples.
2. For particularly handicapped readers, give each paragraph a heading or a number. This will help student to locate material when he must answer questions.
3. Avoid changing focus from one sentence to the next.

Revising sentences

1. Simplify sentence structure. Reduce or eliminate modifying clauses and phrases; they tend to confuse rather than assist the reader.
2. Shorten sentence length. A long, involved sentence can frequently be broken into several shorter, more direct ones.
3. Vary sentence length. A dulling, deadening effect is created by a string of sentences of the same length and style.
4. Reduce the number of pronouns. Repeat the referent in order to avoid confusion.

Vocabulary considerations:

1. Difficult words and terms that are essential to a given subject should be retained in the rewritten material, but these should be kept to a minimum and clues in the sentence in the form of explanation, examples, or synonyms should be added, and a glossary supplied. Furthermore, it is essential to provide for pre-teaching vocabulary in context before the student ever sees the written material.
2. Multi-syllabic words may be difficult for students to get off the page and understand. Breaking them into their component syllables sometimes helps. Technical terms, necessary idioms and figerative language and words used in a special sense can be supported by synonyms or brief equivalents in parentheses.
3. Underlining new words will focus students' attention on their importance.
4. Abstract ideas can confuse and discourage readers to whom they mean nothing. Unless they are one of the essential new words which must be included, make them as concrete as possible either by substitution or by including a short, clear example.

Aids that enhance students' ability to handle written material:

1. Include words and phrases that are organizational or conceptual crutches (First..., Second..., One reason that..., For example..., such as...)
2. Include short review and reinforcement phrases to help keep the main idea and organization of the material in mind. (The most important thing is...; In conclusion,..; As a result,...)
3. Physical presentation of material is important. Use visual appearance to focus attention on the material; double space, indent paragraphs strongly, use wide margins, avoid large blocks of print.
4. Proofread your copy very carefully to avoid misspellings and illegibility.

SAMPLE OF REWRITTEN MATERIAL

ORIGINAL

The Constitution has successfully survived the years as the supreme law of the land for two main reasons. First, it lays down rules of procedure that must be followed even when critical circumstances arise. Second, it is a "living" document, flexible enough to meet the changing needs of a growing nation. By a number of means, as you will see, Americans have been able to adapt the Constitution to changing times. So it is that the Constitution works as well today for an industrialized nation of fifty states and a population approaching 200,000,000 people as it once worked for an agricultural nation of thirteen states and 4,000,000 people.

(From Rise of the American Nation, Todd & Cutti)

COMMENTS

Double space
Shorten sentences
Number the paragraphs

Reduce number of modifying clauses.

Maintain concept by including illustration.

Clarify abstraction with illustration.

Start new paragraph to break up block of print. (if logic is not destroyed) Retain "difficult" but germane terms.

Change a long, involved sentence into several short ones.

REVISION I

1

The Constitution is the highest law of this country. It has been the highest, or the supreme law of the U.S. since the year 1791. That is almost 200 years! Why has the Constitution survived so very long? There are several reasons. One reason is that it tells the rules that the country must follow at all times, in good times and in difficult times. This means that there is never a time when anyone can say, "Well, we will not use the Constitution this month. We will just ignore it." No. The Constitution must be used at all times.

2

A second reason why the Constitution has lasted is that it can be changed when the country changes. It is flexible. The U.S.A. has changed in many ways since 1791. Our population

ORIGINAL	COMMENTS	REVISION I
		today is about 200,000,000. In 1791 our population was about 4,000,000. In 1791 we had thirteen states. Today we have fifty. We have changed from a nation of farms in 1791 to a nation of industry today. When the country was changing, the Constitution was changing too. Because the Constitution is flexible, it works as well for us today as it did in 1791.

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SAMPLE OF REWRITTEN MATERIAL

REVISION I	COMMENTS	REVISION II
The Constitution is the highest law of this country. It has been the highest, or the supreme law of the U.S. since the year 1791. That is almost 200 years! Why has the Constitution survived so very long? There are several reasons. One reason is that it tells the rules that the country must follow at all times, in good times and in difficult times. This means that there is never a time when we can say, "Well, we will not follow the Constitution this month. We will just ignore it." No. The Constitution must be used at all times.	Shorten paragraph length if logic permits. Replace abstract word. Present 'new' multi-syllable word in syllables. Retain vital vocabulary. Repetition reinforces the idea. Organizational word clue.	The most important law in the U.S.A. is the Con sti tu tion. It is the supreme law of the U.S. The Con sti tu tion was written in the year 1791. Why has the Constitution survived for so long? There are two main reasons. One reason the Constitution has survived is that it tells us the rules that must be used at all times. We can never say, "We will not use the Constitution today." No. We must always use it.
A second reason why the Constitution has lasted is that it can be changed when the country changes.	Numerals can replace words.	A second reason it has survived is that it can be changed. It is flexible. The U.S. has changed in many ways since 1791. For example, our population in 1791 was about 4,000,000. Today our population is about 200,000,000. In 1791 we had 13 states. Today we have 50 states.

REVISION I	COMMENTS	REVISION II
It is flexible. The U.S.A. has changed in many ways since 1791. Our population today is about 200,000,000. In 1791 our population was about 4,000,000. In 1791 we had thirteen states. Today we have fifty. We have changed from a nation of farmers in 1791 to a nation of industry today. When the country was changing, the Constitution was changing, too. Because the Constitution is flexible, it works as well for us today as it did in 1791.	Reduce abstract to concrete.	In 1791 most people worked on farms, but today most people work in industry. When the U.S.A. changed, the Constitution changed, too, That is why the Constitution works as well for us today as it did in 1791.

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REVISION III This revision is the simplest of the three.

COMMENTS	REVISION III
Shorten paragraphs.	The most important law of the U.S.A. is the Con sti tu tion. It is the supreme law of the U.S.A.
Reduce from abstract to concrete.	The Con sti tu tion is almost 200 years old! How can we use this one law for so many years? Why did the Constitution survive? The Constitution stayed alive because:
Replace referent pronouns with repetition of noun.	1. It tells the U.S. how to run the country at all times. We must use the Constitution in good times and in bad times.
Retain vital vocabulary but give synonym.	2. It can be changed. When the U.S.A. changes, we can change the Constitution.
Use format to express organization of ideas.	Here are some ways that the U.S. has changed since 1791:

In 1791	Today
Most people were farmers.	Most people work in industry.
There were 13 states.	There are 50 states.
The population was about 4,000,000.	The population is about 200,000,000.

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CHAPTER IV - A TAXONOMY - A GUIDE TO SOCIAL STUDIES TEXTS

This taxonomy is a guide which integrates topic, reading level and specific skills. Pages pertaining to the topic indicated are listed under the skills which should be developed from them. If the pages are not underscored, the text provides appropriate questions; if the pages are underscored, the teacher should provide them.

For example, you wish to teach a lesson on "How a Bill Becomes a Law" and are using the text Exploring Our Nation's History, Schwartz and O'Connor. You inspect the text and find the material you want to teach on pages 137-140. You then consult this guide and find that there are questions on this material which develop skill #5 (Categories). You also find that the material lends itself to the development of skill #6 (Sequence). The notation for skill #6 is underscored (137-142), indicating that you should develop your own questions.

If the teacher has more than one text available, this guide will be helpful in preparing multi-level assignments. The guide can also be useful for indicating topics which seem to lend themselves to the development of a particular skill:

Legislation - sequence (6), Presidential Powers - categorizing (5).

The guide can also be used on a content basis to identify texts which are most helpful in teaching each topic. Teachers should plan to develop each of the nine reading skills in planning a unit.

READING LEVEL

E - Approximately 4-5

M - 6-7

H - 8-9

H+- 10+

AFRICA

TOPIC: PHYSICAL AND HUMAN GEOGRAPHY

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

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TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	25-28 29-37			25-28 29-37		29-37	25-28	25-28	25-28
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E		36	7-9	8-9	13-16		13-16		
The Story of East Africa (108) Carpenter	E	15-20								
Africa (102) Allen	E M	10-21 33-42	10-43 33-42		22-30 33-42	10-21 22-30				
" "		107-120				107-120				
Learning About Countries and Societies (116) Davis	E M	257-269			257-269			257-269		257-269
The People of New Africa (106) Brooks, et al	M	12-26			12-26	22-26		12-27		
Culture Regions in the Eastern Hemisphere (121) Preston	M H	460-466	460-466	460-466	460-466	462-464 485				
Africa (114) Crowder	H	2-33		2-33	2-33					
Africa: South of the Sahara (117) Foster	H	7-28								

AFRICA

READING SKILLS CODE

TOPIC: PHYSICAL AND HUMAN GEOGRAPHY

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Afro-Asian Culture Studies (122) Rosenfeld	H	197 139-150	199 139-150		198 139-150	192-193 195		204 139-150		
Afro-Asian World (118) Kolevzon	H	578-583 587-591	578-583 591-594	591-594 595-597	578-583 583-587	583-587 587-591		591-594		
" " "		591-594 595-597	595-606		587-591 91-594					
Africa (107) Burke	H+	1-28		1-28	1-28	25-27	1-28	1-28	22-25	1-28
Discovering our African Heritage (115) Davidson	H+	48-56, 60-65	48-56	48-56	48-56				48-56	
Global History of Man (125) Stavrianos	H+	660-670 671	660-670		660	672-680		668-670 671		668-671
" " "		672-680	672-680			672-680		672-680		

AFRICA

READING SKILLS CODE

TOPIC: AFRICAN CULTURE: GENERAL (Topography, Climate, Economics, Culture. Mixed)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa, The Land, The People, and Culture (104) ben-Jochannan	M	9-13 35-46	9-13 35-48	35-48	9-13 83-125 130-166	9-13 83-125		9-13 35-46		35-48
" " "		83-125 130-166								
Exploring the Non-Western World (124) Schwartz and O'Connor	M	172-3 176-7	172-3 176-7	188-190 193-5	172-3 176-7	196-7		180-2 188-90	180-3	
" " "		180-3 188-90	180-3 188-90		180-3 188-90			193-5		
" " "		193-5 196-7	193-5 196-7		193-5 196-7					
" " "		200-202	200-202		200-202 200-202	200-202				
The People of New Africa (106) Brooks, et al	M									70-95
The Story of West Africa (105) Bilbo	M	92-105 114-120				92-105 114-120		92-105 114-120		92-105 114-120
" " "		125-130				125-130		125-130		125-130
Afro-Asian World (118) Kolevzon	H	1-25	1-25	23 (1-25) 25	1-25	1-25			15 (1-25)	

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AFRICA

READING SKILLS CODE

TOPIC: AFRICAN CULTURE; GENERAL
(Topography, Climate, Culture, Economics, Mixed)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Arab World-New Africa; World Culture Groups (120) Mensojan	H	93-111 123-131	93,111 132-178	93-111	93-111	93-111 123-131		123-131 132-178	179	179
" " "		132-178		132-178	132-178	132-178				
Discovering Our African Heritage (115) Davidson	H+	137-142 172-173	137-142	137-142 172-173	137-142 172-173	137-142		137-142 172-173		

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AFRICA

READING SKILLS CODE

TOPIC: TRADITIONAL CULTURE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa (102) Allen	E-M	63-93 147-157	63-93	63-93	63-93 147-157			63-93 147-157		
Africa: World Inquiry Series Marvin (119)	E	9-14 39-43 45-50		51-56	9-14 39-43 45-50	147-150	57-62	9-14 39-43 45-50		9-14 39-43 45-50
" " "		51-56 57-62			51-56 57-62			51-56 57-62		51-56 57-62
" " "		63-67 141-146			63-67 141-146			63-67 141-146		63-67 141-146
" " "		147-150			147-150			147-150		147-150
Exploring Africa South of the Sahara (123) SChwartz, O'Connor	E	31-40 53-56	53	35-36 38-39						
" " "				53-56	53-56	32				
The Story of East Africa Carpenter (108)	E	1-12 38-50	1-12 38-50		90-101	38-50		38-50 90-101		
" " "		90-101 102-117								
Learning About Countries and Societies (116) Davis	E-M	270-280			270-280	270-280		270-280		270-280

AFRICA

READING SKILLS CODE

TOPIC: TRADITIONAL CULTURE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: History, Culture, People (103) Belasco, et al	M	11,12-18 28-33	11 27,32		4-27 33	11,12-18 20-21 28-33		11, 12-18	11	11 9-29
Afro-Asian Culture Series (122) Rosenfeld	H	151-159	151-159		151-159 205			151-159		
The People of New Africa (106) Brooks, et al	M	39-46 92-95		39-47 40-41		39-47		39-46 70-82		
" " "		70-82 84-88		70-82 84-88				39-47 92-95		39-47 67
The Story of West Africa (105) Bilbo	M	1-18 43-68	1-18	8	43-68	8				
Colonial Africa (101) AEP	M H	12-15	12-15 23-26	12-15 23-26	12-15	12-15		15		
Culture Regions in the Eastern Hemisphere (121) Preston	M H			480-3	485	484				485
Africa (114) Crowder	H	66-87		128-135	66-87 88-97			66-87 88-97		66-87
Africa South of the Sahara (117) Foster	H					80-82 94		76-78		
Afro-Asian World (118) Kolevzon	H				598-607	598-607		598-607		

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AFRICA

TOPIC: TRADITIONAL CULTURE

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Through African Eyes (109) Clark	H	39-71 44-49	3-7, 8-38 39-71	3-7, 8-38 39-71	3-7, 8-38 39-71		8-38	3-7, 8-38 39-71	3-7	8-38 39-71
" " "		102-103; 104-105	44-49 104-105	52-53 102-103				52-53		52-53
" " "			106					104-105		104-105
Africa (107) Burke	H+	29-42								29-42
Discovering our African Heritage (115) Davidson	H+	177-216	177-216	177-216	177-216	177-216		177-216	177-216 172-173	172-216 172-173
Global History of Man (125) Stavrianos	H+	695-702; 708-710	695-702 708-710	695;710 708-710		708-710		695-699 710		
Through African Eyes (113) Clark	H	44-49	44-49	52-53				52-53		52-53

AFRICA

READING SKILLS CODE

TOPIC: ECONOMIC LIFE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa:World Inquiry Series (119) Marvin	E	15-20 21-24			15-20 21-24			15-20 21-24		15-20 21-24
Exploring Africa, South of the Sahara (123) Schwartz - O'Connor	E	59-63	63	41-43	41-43, 63	59-63 47-50		47-50		
The Story of East Africa (108) Carpenter	E	24-32	24-32							
Africa (102) Allen	E M	93-106			93-106					
Learning About Countries and Societies (116) Davis	E M	294-295		294-295				294-295		
The People of New Africa (106) Brooks, et al	M	56-62	57-58		57-58					
The Story of West Africa (105) Bilbo	M	43-76	43-76	43-76	69-76					79
Culture Regions in the Eastern Hemisphere (121) Preston	M H									484
Africa (114) Crowder	H	110-127			110-127			110-127		
Afro-Asian Culture Studies (122) Rosenfeld	H		185-191			185-191				

AFRICA

READING SKILLS CODE

TOPIC: ECONOMIC LIFE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Through African Eyes (113) Clark	H	16-26	16-26		16-26	27-34		54-57	54-57	44-49
Afro-Asian World (118) Kolevzon	H	638-641 641-644	645-652	638-641 645-652	638-641 641-644	638-641 641-644		638-641 641-644	680-689	680-689
" " "		645-652 680-689				645-652 680-687				

AFRICA

TOPIC: AFRICAN HISTORY BEFORE IMPACT OF THE WEST

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	99-103		99-104	99-104			99-104	99-104	99-104
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	19-23	20	23	19 21-23		20-23			
The Story of East Africa (108) Carpenter	E		12-14							
Learning About Countries and Societies (116) Davis	E M	281-284		281-284					281-284	
Africa: History, Culture, People (103) Belasco	M	35-45	35-45		35-45		35-45	35-45		
Africa, The Land, People and Culture (104) ben Jochannan	M	20-25				20-25	20-25	20-25		
The People of New Africa (106) Brooks, et al	M	28-36			28-47	28-36	28-36	28-47		
The Story of West Africa (105) Bilbo	M	19-28				19-28	19-28			
Culture Regions in the Eastern Hemisphere (121) Preston	M H	468-473	468-473		468-473	468-473	468-473	468-473		
Africa (114) Crowder	H	34-41		34-41	34-41					

AFRICA

READING SKILLS CODE

TOPIC: AFRICAN HISTORY BEFORE IMPACT OF THE WEST

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa; South of the Sahara (117) Foster	H					29-41	29-41			
Afro-Asian Culture Studies (122) Rosenfeld	H	159-170		159-170	159-170	159-170	159-170	159-170	159-170	159-170
Afro-Asian World (118) Kolevzon	H	608-611	608-611	608-611	608-611	608-611	608-611		608-611	608-611
Arab World - New Africa; World Culture Groups (120) Mensoian	H	112-120	112-120	112-120 130-131	112-120 130		112-120; 130			
Through African Eyes, Vol. 3 (110) Clark	H	21-40 47-53	vii 8-18	vii 8-18	vii 3-7		3-7 8-18	3-7	3-7 41-43	
" " "		54-67		19-20 47-53	8-18 19-20		47-53 54-67			
" " "		8-18		54-67	21-40 54-67					
Africa (107) Burke	H+	81-167	81-167	81-167	81-167	119-129	81-167	81-167	119-129	
Discovering Our African Heritage (115) Davidson	H+	1-35 77-106		1-35 146-172	1-35 77-106		77-106 146-172	1-35 77-106	1-36 77-106	1-36 77-106
" " "										146-172

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AFRICA

READING SKILLS CODE

TOPIC: AFRICAN HISTORY BEFORE IMPACT OF THE WEST

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Global History of Man (12$) Stavrianos	H+	54-60	54-60 670-671	54-60	671 680-682	54-60		54-60 659-660	54-60	54-60
" " "		659-660 680-682	659-671	670-671	694		670-671	680-682 694		

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AFRICA

TOPIC: IMPACT OF THE WEST ON AFRICA

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	105-109		105-110	105-110			105-110		
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	25-28	27	25-28	25-28		25-29			26
The Story of East Africa (108) Carpenter	E	21-22	21-22							
Africa (102) Allen	E M	47-51	47-51		47-51		47-51			
Learning About Countries and Societies (116) Davis	E M	284-293		284-292	284-292		284-292	284-292		284-292
Africa (104) ben Jochannan	M	25-29	25-29		25-29					
Africa: History, Culture, People (103) Belasco, et al	M	46-54	46-54	46-54 58-73	46-54, 71	46-54	46-54 58-73			46-54 69
" " "				69						
Exploring the Non-Western World (124) Schwartz - O'Connor	M	184-185	184-185	184-185	184-195		184-195			
The People of New Africa (106) Brooks, et al	M	36-38	36-38		36-38	36-38	36-38			

AFRICA

READING SKILLS CODE

TOPIC: IMPACT OF THE WEST ON AFRICA

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
The Story of West Africa Bilbo (105)	M	82-90	82-90	82-90	82-90		82-90			
Colonial Africa (101) AEP	M H	6-11 16-22		6-11 20-21	6-11 16-22	20		6-11 27-31	6-11	20-22 27-31
" " "		27-31 33-37			33-37					38-44
Culture Regions in the Eastern Hemisphere (121) Preston	M H	474-477					474-477			
Africa (107) Burke	H	169-241		169-241	169-241	169-241	169-241	169-241	169-241	241 169-241
Africa (114) Crowder	H	41-52 54-65		41-52 54-65				41-52		41-52 54-65
Africa - South of the Sahara Foster (117)	H				56-60	56-60	42-55	56-58		
Afro-Asian Culture Studies Rosenfeld (122)	H	612-615 615-618	612-615 618-622	612-615 618-622	612-615 622-625	618-622	612-615 618-622	612-615 618-622	612-615	612-615 618-622
" " "		618-622 622-625		622-625				622-625		622-625

AFRICA

READING SKILLS CODE

TOPIC: IMPACT OF THE WEST ON AFRICA

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Arab World - New Africa: World Culture Groups (120) Mensquian	H	121	121	121			121			
Discovering Our African Heritage (115) Davidson	H						217-263	220 217-263	217-263	217-263 262
Global History of Man (125) Stavrianos	H	682-690	682-690	682-690 703-707	682-690 694		682-690 703-707	682-684		703-707
" " "					703-707					
Through African Eyes- Volume 3 - (110) Clark	H	68-132	68-132	68-132	68-132			68-132	68-132	68-132
Through African Eyes - Volume 4 - (111) Clark	H	1-9	40-43 68-79	20-32 33-43	10-19 20-32			10-19 33-43	10-19 20-32	20-32 33-43
" " "					56-66			44-54 56-66	33-43 80-110	44-54 56-66
" " "								68-79		80-110
Discovering Our African Heritage (115) Davidson	H+	217-239 243-262	217-263	217-263 243-262	217-239	217-263				

AFRICA

READING SKILLS CODE

TOPIC: NATIONALISM AND INDEPENDENCE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa; World Inquiry Series (119) Marvin	E	111-114		111-115	111-115			111-115		111-115
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	66-68	66-67	66-70				70		66-70
The Story of East Africa (108) Carpenter	E							118-124		
Learning About Countries and Societies (116) Davis	E M	292-293	292-293	292-293						292-293
Africa: History, Culture, People (103) Belasco	M	74-88		74-88	74-88		74-90	74-88		
Exploring the Non-Western World (124) Schwartz - O'Connor	M	205-207	205-207	205-207	205-207					
The People of New Africa (106) Brooks, et al	M	38	38	38	38					
The Story of West Africa (105) Bilbo	M	90-91 107-109	90-91 107-109	90-91	90-91		90-91, 105	112-113		
Colonial Africa (101) AEP	M H	46-60	46-60		46-60	46-60		46-60		46-60
Culture Regions in the Eastern Hemisphere (121) Preston	M H							520		477, 496, 520

AFRICA

TOPIC: NATIONALISM AND INDEPENDENCE

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: South of the Sahara (117) Foster	H		61-70				61-70			
Afro-Asian Culture Studies (122) Rosenfeld	H	177-179 203-205	177-179	177-179	177-179, 203-205					177-179
Afro-Asian World (118) Kolevzan	H	626-628		626-628; 628-634	626-628 628-634		626-628			626-628
Arab World - New Africa: World Culture Groups (120) Mensouian	H	121-122	121-122		121-122					
Through African Eyes, Vol. 5 (112) Clark	H	3-11 30-40	3-11 30-40	3-11 12-15	3-11 12-15	40-46	3-11 126-132	3-11 12-15	24-29 87-96	3-11 24-29
"" " "		40-46	40-46 47-73	24-29 30-40	24-29 30-40			24-29 30-40	126-132	30-40 74-86
" " "			74-86 87-96	40-46 47-73	47-73 74-86			40-46 47-73		87-96 97-108
" " "			97-108	74-86 87-96	87-96 97-108			74-86 87-96		126-132
" " "				97-108 126-132				97-108 126-132		
Africa (107) Burke	H+	242-281	242-281	242-281	242-281	242-281	235-281	242-281	242-281	242-281

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AFRICA

READING SKILLS CODE

TOPIC: NATIONALISM AND INDEPENDENCE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Global History of Man Stavrianos (125)	H+	689-691 707-708	689-691 707-708	689-691 707-708	689-691 711-727		711-727	689-691 694		711-727
" " "		711-727	711-727	711-727				707-708 711-727		

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AFRICA

READING SKILLS CODE

TOPIC: PROBLEMS OF AFRICA TODAY

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	69-73 75-79	123-127	69-74 75-79	69-73 75-79			69-74 75-79		69-74 75-79
" " "		81-85 87-92		81-86 87-92	81-86 87-92			81-86 87-92		81-86 87-92
" " "		93-97			93-97 123-140			93-97 153-158		93-97
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	69-70	69 75		69-70 74 75	69-70 73			74-77 79	
" " "						74-77				
Africa (102) Allen	E M	53-62	53-62	53-62	53-62			53-62		53-62
Learning About Countries and Societies (116) Davis	E M	296-304		296-303	296-303	296-304		296-303		296-304
Africa (104) ben Jochannan	M		30-33			30-33				
Africa: History, Culture, People (103) Belasco	M	91-148		100	91-148	91-148	136-147	100		100 91-136
" " "										136-147

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AFRICA

READING SKILLS CODE

TOPIC: PROBLEMS OF AFRICA TODAY

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Exploring the Non-Western World (124) Schwartz - O'Connor	M	210-212	210-212		210-212	210-212			210-212	
People of New Africa (106) Brooks, et al.	M	48-56 62-66	48-56	48-56 82-83	48-56 82-83	48-56	82-93	48-56		62-67
" " "					62-67					
Culture Regions in the Eastern Hemisphere (121) Preston	M H		510-514	510-514	510-514					510-514
Africa (114) Crowder	H	98-109				98-109				98-109
Africa - South of the Sahara (117) Foster	H		134			116-122 123-133				
Afro-Asian Culture Studies Rosenfeld (122)	H	180-185	180-185	180-185					180-185	180-185
Afro-Asian World (118) Kolevzon	H	632-637 653-657	653-657	653-657	632-634 634-637	632-637 653-657		632-637		632-637 653-657
" " "					653-657					
Arab World - New Africa: World Culture Group (120) Mensojan	H	180-192	180-190	180-190	180-192	180-192		180-192 191	180-192	

AFRICA

READING SKILLS CODE

TOPIC: PROBLEMS OF AFRICA TODAY

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Through African Eyes-Vol.5 Clark (112)	H	103-108 109-125	16-23 103-108	16-23 103-108	16-23 109-125			16-23 103-108	109-125	109-125
" " "				109-125				109-125		
Through African Eyes-Vol.6 Clark (113)	H	7-12 37-43	7-12 37-43	37-43 88-96		101-117		66-69 118-130	66-69 131-136	58-65 66-69
" " "		58-65 71-87	58-65 71-82	137-144						
" " "			101-117							
Africa - (107) Burke	H+	282-303	282-303	282-303	282-303	282-303		282-303		282-303
Global History of Man (125) Stavrianos	H+	691-694 724-727	691-694	691-694 724-727	691-694	695		691-694 695	724-727	
" " "		741-775	741-775	741-775	741-775	741-775		741-775		741-775

U.S.A.

TOPIC: FUNCTIONS OF GOVERNMENT (GENERAL)

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America, Land of Change; Rights Shapiro, McCrea, Beck (229)	E M	178-181	178-181 182-191	178-181 182-191				182-191		178-181
Americans, All. Vol. I (216) Functions of Government	M	309-314	309-314							
Civics (204) Ball-Rosch	M	255-258	255-258							
Inquiry, U.S.A. (214) Kane and Glover	M	194-205	194-205 243-250	243-250						
Civics for Citizens (212) Dimond, Pflieger	H		107-118 140-155							107-118 140-155
Exploring Our Nation's History (224) Schwartz-O'Connor	H	611-614 648-651		611-614 648-651	611-614 648-651	611-614 648-651		611-614		611-614
Justice in Urban America: Crimes & Justice (221) Ratcliffe	H			1-7	1-7 71-75	71-75		1-7		
Understanding American Government & Politics Steinberg	H+	50-74	50-74	50-74						

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READING SKILLS CODE

TOPIC: STRUCTURE OF GOVERNMENT (FEDERAL SYSTEM, CHECKS-AND-BALANCES, OTHER FORMS OF GOVERNMENT)	1. Detail 2. Main Idea 3. Conclusions	4. Cause-Effect 5. Categories 6. Sequence	7. Compare-contrast 8. Fact-opinion 9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History, Rev. Ed. (233) Abromowitz	E M	111-113 148-151	111-113 148-151			148-151				
America: Land of Change: Rights (229) Shapiro, et al	M		20-26		20-26	20-26				
Civics - (204) Ball & Rosch	M	35-42 59-66	35-42 59-66	35-42 59-66		223-226		35-42 59-66		35-42 59-66
" " "		68-74 86-98	68-74 86-98	68-74				68-74		68-74
" " "		162-165	162-165							
Americans All, Vol. I (216) Mannello	M	52-56								
Minorities, U.S.A. (213) Finkelstein, et al	M			372-377		372-377		372-377		
Promise of America: Starting Line (209) Cuban & Roden	M	139-143	139-143	139-143	139-143	118-119 128-130	139-143	118-119		139-143
" " "						135-137				
This Is America;s Story (232) Wilder, Ludlam, Brown	M H	228-233				228-233				

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READING SKILLS CODE

TOPIC: STRUCTURE OF GOVERNMENT (FEDERAL SYSTEM, CHECKS AND BALANCES, OTHER FORMS OF GOVERNMENT)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Civics for Citizens (212) Dimond-Pflieger	H	167-173								
Civil Liberties (219) Parker - O'Neill	H			1-10 30-35						
Concepts in American History Pauline (220)	H	71-75				71-75				
Exploring Our Nation's History (224) Schwartz - O'Connor	H	116-119 131-134	115-121	131-134	112	101-106 102-103		108-114 115-121		102-103 116-119
" " "		152-154		152-154	152-154	115-121 131-134		131-134 152-154		152-154 153-157
" " "						152-154 153-157				
Comparative Political Systems (223) Schultz	H+	33-38 124-125		50-56 238-241		33-38		50-56 124-125		238-241 251-255
" " "		238-241		251-255						
Rise of American Nation Todd-Curti (231)	H+	156-160		156-160		156-160		156-160		
Understanding American Government & Politics Steinberg (230)	H+	1-16	1-16			1-16				

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READING SKILLS CODE

TOPIC: STRUCTURE OF GOVERNMENT (FEDERAL SYSTEM, CHECKS-AND-BALANCES, OTHER FORMS OF GOVERNMENT)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Magruder's American Government (217) McClenaghan	H+	49-53 62-78		47-53 62-78	49-53 62-78	49-53				62-78

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READING SKILLS CODE

TOPIC: OUR CHANGING GOVERNMENT

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Promise of American - The Starting Line (209) Cuban and Roden	E	40-41	40-41	40-41						
American History - Rev. Ed. (233) Abramowitz	E M	160-163	160-163	160-163						
America: Land of Change - Promise (228) Shapiro, et al	M		65-62 119-123	57-59	65-72		51-56			
" " "			124-128							
Americans All, Vol. I (216) Mannello	M	162-164	162-164							
Civics for Citizens (212) Dimond - Pflieger	H	164-167 173-179								
Concepts in American Govt. (222) Pauline	H					79-81				
Exploring Our Nation's History (224) Schwartz & O'Connor	H	159-161	159-161 159-163		159-161	159-161	159-161	159-161		159-161
Rise of the American Nation (231) Todd-Curti	H+	162-164	162-164							
Magruder's American Govt. (217) McClenaghan	H+	53-59		53-59	53-59	49-53				

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READING SKILLS CODE

TOPIC: LEGISLATIVE BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History-Rev. Ed. (233) Abramowitz	E M	119-121 127-129	119-121 127-129				130-133			
" " "		130-133	130-133							
America: Land of Change-Rights (229) Shapiro, et al	M				132-135		132-149	136-146		
Americans All, Vol. I (216) Manello	M		87-95				87-95			
Civics (204) Ball and Rosch	M	166-182	166-182							
Civics for Citizens (212) Dimond-Pflieger	H	204-221								204-221
Concepts in American History (220) Pauline	H	98-102 110-112		98-102 110-112				98-102		
Congress in Action (210) Cutler (AEP)	H	4-7 9-13	9-13 15-21	9-13 23-27	4-7 29-33			35-40	15-21 29-33	4-7 9-13
" " "		23-27 41-46	35-40	29-33					35-40	
Exploring Our Nation's History (224) Schwartz-O'Connor	H				130-136	137-143	137-143			

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READING SKILLS CODE

TOPIC: LEGISLATIVE BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Comparative Political Systems (223) Schultz	H+				145-153		145-153			
Magruder's American Government (217) McClenaghan	H+	200-217 213-238		200-217 218-239	218-239 240-251	240-251		200-217		218-239
" " "		240-251								
Rise of American Nation (231) Todd-Curti	H+						172 190			
Understanding American Government and Politics (230 Steinberg	H+	17-48 74-81		74-81			17-48	17-48		17-48 74-81

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READING SKILLS CODE

TOPIC: EXECUTIVE BRANCH: PRESIDENTIAL POWERS

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History - Rev. Ed. (233) Abramowitz	E M	140-143	140-143			140-143				
America, Land of Change:Power (227) Shapiro, et al	M		31-35	31-35						
America: Land of Change:Rights (229) Shapiro, et al	M					122-131				
Americans All, Vol. I (216) Manello	M	95-102	95-102							
Civics (204) Ball and Rosch	M	183-187 193-198	183-187 193-198							
Minorities, U.S.A. (213) Finkelstein, et al	M	343-349		343-349						
Concepts in American History (220) Pauline	H	83-96	83-96		83-96	83-96				
Exploring Our Nation's History (224) Schwartz-O'Connor	H	146-148		146-148		146-148		146-148		146-148
The Presidency (211) AEP	H			5-10 23-27						17-21
" " "				29-43						

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READING SKILLS CODE

TOPIC: EXECUTIVE BRANCH
PRESIDENTIAL POWERS

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Comparative Political Systems (223) Schultz	H+	137-141 142-145		137-141 142-145	137-141 142-145	137-141 142-145	137-141 142-145	142-145		137-141 142-145
Magruder's American Govt. McClenaghan (217)	H+	310-321		310-321	310-321					310-321
Understanding American Govt. and Politics (230) Steinberg	H+	115-143								115-143

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READING SKILLS CODE

TOPIC: EXECUTIVE BRANCH: ELECTING THE PRESIDENT

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History - Rev. Ed. (233) Abramowitz	E M	135-138	135-138							
Civics (204) Ball and Rosch	M	188-192	188-192							
Exploring Our Nation's History (224) Schwartz - O'Connor	H					145-146	145-146			
Comparative Political Systems (223) Schultz	H+	75-80	75-80	75-80	75-80	75-80			75-80	75-80
Magruder's American Govt. (217) McClenaghan	H+	289-305		289-305	289-305			289-305		289-305
Understanding American Government and Politics (230) Steinberg	H+	86-113	86-113							

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READING SKILLS CODE

TOPIC: JUDICIAL BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Rights (229) Shapiro, et al	E M		60-67				60-67			60-67
American History - Rev. Ed. (233) Abrahmowitz	E M	143-147	143-147	143-147			143-147			
Civics (204) Ball and Rosch	M	199-214	199-214							
Justice in Urban American: Law and the City (222) Ratcliffe	M						125-130	45-53		
Minorities: U.S.A. (213) Finkelstein, et al	M	121-127 128-133		121-127 128-133						128-133
" " "		136-149								
Civics for Citizens (212) Dimond-Pflieger	H		223-240	223-240						223-240
Concepts in American History (220) Pauline	H	114-122	114-122	114-122		114-122		114-122		
The Lawsuit (203) AEP	H	6-13		14-28		14-28			6-13 14-28	
The Supreme Court (215) AEP	H		27-33	4-9			4-9			27-33

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READING SKILLS CODE

TOPIC: JUDICIAL BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Exploring Our Nation's History (224) Schwartz-O'Connor	H				152-153			152-153		
Civil Liberties (219) Parker-O'Neill	H+					226-236	226-236			
Magruder's American Government (217) McClenaghan	H+	569-583		569-583	569-583					
Understanding American Govt. and Politics (230) Steinberg	H+	177-190 202-210				177-190 202-210	177-190 202-210	177-190 202-210		
U.S.A. Liberty (206) Borg	H+	29-30 32-34	29-30	29-30 32-34	29-30		32-34		29-30	29-30 32-34

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READING SKILLS CODE

TOPIC: CIVIL LIBERTIES:GENERAL

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Promise of America:Breaking and Building (207) Cuban	E			64-70		64-70				
Civics (204) Ball-Rosch	M	101-104 106-123	101-104 106-123			115-118				
Minorities, U.S.A. (213) Finkelstein, etal	M			362-370	362-370					
Concepts in American History (220) Pauline	H					77-78		77-78		77-78
Magruder's American Government (217) McClenaghan	H+	97-106		97-106	97-106					

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READING SKILLS CODE

TOPIC: CIVIL LIBERTIES
FIRST AMENDMENT

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Rights (229) Shapiro, et al.	E M			79-83	79-83					
Promise of America - Starting Line (209) Cuban and Roden	E M	146-148 148-150	146-148 148-150	146-148 148-150	146-148 148-150			148-150	148-150	146-148 148-150
America: Land of Change: Rights (229 Shapiro, et al.	E M								43-47	
Civics (204) Ball-Rosch	M	124-128	124-128	124-128						
Dissent and Protest (201) AEP	H			11-27		11-27		11-27		
Exploring Our Nation's History (224) Schwartz - O'Connor	H	164-166		164-166		164-166				164-166
Liberty Under Law (202) AEP	H	11-14 15-18	11-14 15-18	15-18				19-20	11-14	11-14
" " "		19-20	19-20							
Civil Liberties (219) Parker-O'Neill	H+	139-155	139-155 169-170	139-155 158-159				171-180		158-159 169-170
" " "			171-180	169-170						

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TOPIC: CIVIL LIBERTIES: FIRST AMENDMENT

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Magruder's American Government (217) McClenaghan	H+	106-114			106-114					106-114

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TOPIC: CIVIL LIBERTIES:
DUE PROCESS
(Procedural Rights)

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Rights (229) Shapiro, et al	E M			60-67				60-67		60-67
Civics - (204) Ball-Rosch	M	129-136	129-136	129-136						
America: Land of Change: Rights (229) Shapiro, et al	E M	50-55				50-55				50-55
Exploring Our Nation's History (224) Schwartz-O'Connor	H	164-166		164-166		164-166				164-166
Justice in Urban America: Crime & Justice (221) Ratcliffe	H						36-40			
Civil Liberties (219) Parker-O'Neill	H+	36-51	30-31							
Liberty Under Law - (202) AEP	H	7-10 23-26	7-10 23-26						7-10	7-10 23-26
" " "		27-30 31-34	27-30 31-34							27-30 31-34
" " "		35-36 41-42	35-36 41-42							35-36 41-42
" " "		47-50 52-54	47-50 52-54							47-50 52-54

U.S.A.

READING SKILLS CODE

TOPIC: CIVIL LIBERTIES:
DUE PROCESS
(Procedural Rights)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Magruder's American Govt. (217) McClenaghan	H+	114-119			114-119	114-119				114-119

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U.S.A.

READING SKILLS CODE

TOPIC: CIVIL LIBERTIES: EQUAL PROTECTION

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Black (225) Shapiro, et al	E		76-81	76-81						
Promise of America: The Starting Line (209) Cuban	E	40-41	40-41	40-41				40-41		40-41
Rights - (229) Shapiro, et al	E M		182-191	182-191				182-191		
Minorities, U.S.A. (213) Finkelstein, et al	M	97-103 204-215	204-215		121-127					
Civil Liberties (219) Parker-O'Neill	H+	79-98	79-98							
Concepts in American History (220) Pauline	H	53-55 57-61			53-55 57-61	57-61	57-61			
Liberty Under Law (202) AEP	H	59-61	59-61	59-61						59-61
Magruder's American Government (217) McClenaghan	H+	119-121			119-121	119-121				119-121

U.S.A.

READING SKILLS CODE

TOPIC: POLITICAL PROCESSES (Parties, Elections, Influencing Governmental Decisions)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: People (226) Shapiro, et al	E				51-53					
America: Land of Change: Rights (229) Shapiro, et al	E M			92-103		92-103		92-103		92-103
Promise of America - The Starting Line (209) Cuban and Roden	E	40-41	40-41	40-41						
Promise of America - Struggling for the Dream(208) Cuban	E		112-116	112-116	116		112-114			
Promise of America - Breaking and Building (207) Cuban	E M			104-106 110-113		99-103	99-103			
America: Land of Change: Rights (229) Shapiro, et al	M		166-172	166-172			166-172			
Americans All, Vol. I (216) Mannello	M	156-167					156-167			142-145 153-155
Civics (204) Ball and Rosch	M	311-330	311-330	279 282			316-330	279-289		
Minorities, U.S.A. (213) Finkelstein, et al	M			378-388	378-388	378-388				
Civics for Citizens (212) Dimond-Pflieger	H	291-309		291-309				291-309		

U.S.A.

READING SKILLS CODE

TOPIC: POLITICAL PROCESSES (Parties, Elections, Influencing Governmental Decisions)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Concepts in American History (220) Pauline	H	102-105			102-105	129-142		129-142		
Comparative Political Systems (223) Schultz	H+			65-69 82-86			82-86			65-69
Magruder's American Government (217)	H+	124-142 161-177		124-142 161-177	124-142 161-177	161-177		124-142		161-177 178-197
" " "		178-197		178-197	178-197					
Understanding American Government and Politics Steinberg (230)	H+	302-317								302-317

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